

MSSN 546
MISSION IN CULTURAL & RELIGIOUS CONTEXT

Spring Semester, 2019
February 17-21, 2019
Oklahoma Conference, Oklahoma City

Gorden R. Doss, Instructor



Andrews
University
Seek. Affirm. Change.

Andrews University

MSSN 546
MISSION IN CULTURAL & RELIGIOUS CONTEXT

SPRING SEMESTER, 2019
FEBRUARY 17-21, 2019
OKLAHOMA CONFERENCE OFFICE, OKLAHOMA CITY, OK

MA IN PASTORAL MINISTRY

GENERAL CLASS INFORMATION

Class acronym: MSSN 546—CRN: 1515
Class name: MISSION IN CULTURAL & RELIGIOUS CONTEXT
Year & Semester: Spring 2019
First day of semester: January 7.
Exam week: April 29-May 2.
Final due day for assignments: April 26.
Class location: Oklahoma Conference Office, Oklahoma City, OK
Class time/day: February 17-21, 2019
Sunday, 6:00 p.m. to 8:00 p.m.
Monday to Thursday: 8:00 a.m. to 12:30 p.m.; 1:30 p.m. to 6:00 p.m.
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Gorden R. Doss, DMin, PhD
Telephone: 269-471-3392
E-mail: doss@andrews.edu
Office Location: Andrews University; Seminary Hall, Room 212
Office Hours: By Appointment
Course Webpage: <http://learninghub.andrews.edu>

Administrative Assistant/GA: Andrew Tompkins
Telephone: 269-471-6505
Email: tompkina@andrews.edu
Office Location: Seminary Hall, DMin/Dept of World Mission Suite

BULLETIN COURSE DESCRIPTION

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. 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.

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)

As a result of diligent participation in this course, the student will be able to:

1. Understand and explain the Adventist theology of mission.
2. Understand and describe broad contours of the history of Christian mission.
3. Understand and explain the phases of Adventist mission.
4. Understand and discuss culture, contextualization, and Christian mission.
5. Understand and describe large scale demographic challenges of Adventist mission.

REQUIRED TEXTBOOKS

Doss, Gordon. *Introduction to Adventist Mission*. Berrien Springs, MI: Dept of World Mission, 2018. Chapters 1-5, 7-9, 11-12. (Available on Amazon.com as paperback or Kindle book.)

Elmer, Duane. *Cross-Cultural Servanthood*. Downers Grove, IL: IVP Books, 2006.

Winter, Ralph D. and Steven C. Hawthorne, eds. *Perspectives on the World Christian Movement*, 4th Edition. Pasadena, CA: William Carey Library, 2009. (Earlier editions are different.)

PRE-INTENSIVE ASSIGNMENTS

1. Read required chapters (1-5, 7-9, 11-12) in Doss, *Introduction to Adventist Mission* in preparation for class discussions.

2. Interactions with *Cross Cultural Servanthood*, Chapters 1 to 14: Due date, Sunday, February 17.

Chapter interactions will be submitted as follows:

- Summarize the main concepts in the chapter in a **paragraph of adequate length for the chapter** (some chapters are longer and others shorter).
- Make practical applications of the concepts in the chapter to contemporary mission and ministry in **in a paragraph of adequate length for the chapter.**
- Submit on Learning Hub, with all chapters in a single Word File.

ASSIGNMENTS DURING COURSE INTENSIVE

Come fully prepared with chapters in *Introduction to Adventist Mission* in mind and participate fully the class discussion.

POST-INTENSIVE ASSIGNMENTS

1. Sermon: Due April 26, 2019.

- A sermon will be submitted that specifically draws on the materials of the course. In other words, the sermon should be more than a general exhortation or motivational talk on the Great Commission or another familiar theme.
- The typical church member should be able to learn something new and important about Adventist world mission in this century from the sermon.
- The sermon need not be preached to complete the assignment, although preaching it is ideal.
- The sermon will be submitted as a complete manuscript, although the actual preaching of the sermon might expand it. An outline of major points is not adequate.
- Submission to be made on Learning Hub.

2. Interactions with *Perspectives*

Chapter interactions with *Perspectives* follow the same instructions as *Servanthood*, except that the chapters will be submitted in 4 batches as shown below. Put all chapters for each of the 4 batches into a single Word file and submit on Learning Hub.

<i>Perspectives</i> Batches	Chapters	Due Date
1	1, 2, 4, 5, 13, 16, 17, 18, 19, 21, 25, 26, 27, 30	March 4
2	31, 32, 43, 45, 48, 49, 51, 65,	March 18
3	68, 70, 71, 72, 73, 76, 78, 86,	April 1
4	96, 97, 104, 107, 109, 134, 136	April 15

3. Online quizzes on *Introduction to Adventist Mission*.

Instructions

- Quizzes will be taken on Learning Hub, on or before the deadline date.
- Time for the quiz is allotted 1 minute for each question (e.g. 10 minutes for a 10 question quiz).
- The quiz is open-book.
- The student will take the quiz alone in a room, with no interaction with others, or electronic support.
- A sample quiz will be provided for orientation.
- Additional instructions will be given as necessary during the intensive.

Quiz	Chapters	Deadline
1	1, 2	March 11
2	3, 4, 5	March 25
3	7, 8	April 8
4	9, 11	April 22

GRADING CRITERIA AND COURSE ASSESSMENT

Letter Grade Assignment

	B+ =87-90	C+ = 75-78		
A = 95-100	B = 83-86	C = 71-74	D 61-66	F 0-60
A- = 91-94	B- = 79-82	C- = 67-70		

Grading and Time Distribution

Assignment	% of Grade	Time Estimate: Pre-Intensive	Time Estimate: Intensive	Time Estimate: Post-Intensive
Class attendance and interaction with professor			38	7
Interactions with <i>Servanthood</i> (198 pp)	20	25		
Reading <i>IAM</i> (174 pp)		15		
Interactions with <i>Perspectives</i> (141 pp)	25			20
Sermon	5			10
Quizzes (4)	50			20
Sub-Total		40	38	57
Total	100%	135 hours		

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

Intensive Class Schedule

			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	Interactions with professor	7 hours	45
		7	

SUMMARY OF TOPICS

Day	Lecture Topics	Chapters in Textbook
Sunday	Introduction	1 (SLO 1, 5)
Monday	Grand Narrative: OT Grand narrative: NT	2 3 (SLO 1)
Tuesday	God, the Source of Mission Church and Missions	4 5 (SLO 1, 3)
Wednesday	Paradigms of Mission Stages of SDA Mission	7 8 (SLO 2, 3)
Thursday	Culture and Mission Contextualization and Mission	9 11 (SLO 4, 5)

CLASS POLICIES

Final Requirements and Changes

The online course outline may be adjusted until the first class period of the course. After the course starts, the teacher reserves the right to make minor adjustments, assuming that timely and adequate notification is given.

Incomplete and Deferred Grade Policy

Deferred Grades (DGs) were previously available for the MAPM program but that has changed. Only Incompletes (Is) are available and following is the policy that applies to them.

“I—Incomplete. An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued. An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time. Ordinarily, an I shall be removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I’s on a student’s record affects the student’s class and workload.”

Andrews University Bulletin.

All Assignments Required, Including Quizzes, Tests, and Exams

To receive a passing grade on this course all assignments must be completed. “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*.

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*.

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.

Late Submission of Assessment

All late assessment will incur a 10% per week penalty. The following penalties will be applied for late submission of assessment items:

Assignments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Disability Accommodations

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

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.

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*.

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*.

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." *Andrews University 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.

Eating and Drinking

Because eating and drinking can distract oneself and others, in-class consumption must be limited to water. The "culture" of Seminary classes-in-session excludes food. Accommodation can be made for special needs.

INSTRUCTOR PROFILE

Gorden R. Doss was born into a missionary family. His maternal grandparents served in Trinidad when his mother was a teen. He went to Malawi with his parents when he was three years old. Since then he has called Malawi home for 31 years, fifteen growing up and sixteen in mission service. He met his wife, Cheryl Brown, at Helderberg College when they were both academy students and Cheryl's parents were serving there as missionaries. Cheryl and Gorden have two adult children and four grandchildren.

Kristin and Adam, Zachary and Julie Kiš have served in Guinea, Sao-Tome and Principe, Madagascar, the Philippines, and now live at Burman University, Canada. Richard and Hadassah, Zivah, and Zahra Doss have served in Kenya and Egypt and now live in Kentucky, where Richard studies at Asbury Theological Seminary.

Gorden graduated from Andrews University in 1972 with a BA, in 1975 with a Master of Divinity, and in 1987 with a Doctor of Ministry. He also completed a PhD/Intercultural Studies at Trinity Evangelical Divinity School in 2006.

His Stateside service includes a ministerial internship in Kansas Conference and a pastorate in Florida Conference. In Malawi he spent most of his years as principal of Lakeview Seminary, a junior seminary that trains pastors for Malawi.

Areas that are of particular interest to him are cultural anthropology, Christian spirituality, and family ministry. For hobbies he does carpentry, auto mechanics, and mountain climbing.

Gorden joined the Department of World Mission in the SDA Theological Seminary in 1998.

APPENDIX 1
CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarising the work of others will receive an immediate Failing grade. Your actions

will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.