

MSSN 546—Mission in Cultural and Religious Contexts
Summer 2021

Boubakar Sanou, PhD

CLASS & CONTACT INFORMATION

Class Location:	Remote Learning
Class Meeting Times:	May 16-20, 2021 (9-12:30am; 1:30-5pm)
Course Website:	learninghub.andrews.edu
Zoom Link:	https://andrews.zoom.us/j/99012369627
Instructor Telephone:	269-815-2110 (Please text me before calling)
Instructor Email:	sanou@andrews.edu
Office Location:	Seminary S212
Office Hours:	Arranged because of four Summer intensives

BULLETIN DESCRIPTION OF COURSE

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

PROGRAM & COURSE LEARNING OUTCOMES

The MA in Pastoral Ministry (MAPM) English Program Outcomes

- 1) Deliver effective biblically-based sermons
- 2) Demonstrate proper biblical interpretation skills
- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

The following **Source Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

- SLO # 1** Understand and explain major demographic dimensions of the 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 OVERVIEW

Due to the challenge presented by the COVID-19 outbreak this course is being offered as a virtual remote learning course. The class will meet via Zoom meetings at the specified times shown above on page 1 of the syllabus. The link for Zoom meetings will be on the LearningHub page for this course.

COURSE SCHEDULE

Dates	Broad Topics
May 16	Welcome, Course Overview, and Introduction to the Study of Mission
May 17	The Concepts of Culture, Religion, and Worldview
May 18	Theology of Mission and Biblically-Faithful Contextualization
May 19	Contemporary Context of World Mission
May 20	Communicating the Gospel Across Cultures; Final Exam

COURSE MATERIALS

Required Course Materials

In this course there is no required textbook. Instead, there is a list of articles and book chapters that the students will be required to read and report on. The list of titles they should read along with the reports' due dates are found below. Each article/book chapter is available on LearningHub in pdf format.

Recommended Course Materials for Personal Reading

Craig Ott. *The Church on Mission: A Biblical Vision for Transformation among All People*.

Grand Rapids, MI: BakerAcademic, 2019. ISBN-13: 978-1540960887.

Kraft, Charles H. *Anthropology for Christian Witness*. New York: Orbis Books, 1996.

Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel, 2010.

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

CLASS ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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. This class will be offered remotely, which means that the course will be done primarily through Zoom meetings. Attendance will be taken at each meeting. Students will be expected to have their cameras on so that they are visible to the teacher unless some extraneous circumstances do not permit this. Students who are unable to turn their cameras on need to contact the professor ahead of time to inform him of the reason for this.

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. Assignments are to be turned in on LearningHub before 11:59 pm on the day they are due. Please do not email any assignment to the course instructor.

PRE-INTENSIVE COURSE REQUIREMENTS

Critical Journaling (100 points)—Due May 16, 2021—40%

Each student will submit a critical journal on each of the assigned articles/book chapters (available for download on the class' LearningHub page). For **each** article/book chapter the student will write a **two page** critical journal entry. This should be typed in a Word document in Times New Roman Font, size 12, double spaced and submitted on LearningHub on the due date.

These critical journal entries should **NOT review the reading**, I have already read all the articles/book chapters and do not need to know what they are about. Rather, the student must pick two or three items from the articles/book chapters and clearly state why they agree or disagree with these items. Whenever possible, support your arguments with reliable sources. The purpose is for the student to critically engage with the readings and strengthen their critical thinking skills.

The assigned articles/book chapters are listed below. They are available for download on the class' LearningHub page.

Doss, Gordon. "Introduction to the Study of Mission." In *Introduction to Adventist Mission*. Silver Spring, MD: Institute of World Mission, General Conference of Seventh-day Adventists, 2018.

Rodríguez, Ángel Manuel. "World Religions and Salvation: An Adventist View." In *Message, Mission, and Unity of the Church*. Silver Spring, MD: Biblical Research Institute, 2013.

Paulien, Jon. "The Unpredictable God: Creative Mission and the Biblical Testimony." In *A Man of Passionate Reflection: A Festschrift Honoring Jerald Whitehouse*. Edited by Bruce L. Bauer. Berrien Springs, MI: Department of World Mission, Andrews University, 2011.

Sanou, Boubakar. "Missio Dei as Hermeneutical Key for Scriptural Interpretation." *Andrews University Seminary Studies* 56, no. 2 (2018): 301-316.

Sanou, Boubakar. "Being 'in the World' But 'Not of the World': A Reflection on John 17:14-18." *Andrews University Seminary Student Journal* 3, no. 1 (2017): 1-8.

- Schumacher, William W. "Theology for Culture: Confrontation, Context, and Creation." *Concordia Journal* (Summer 2016): 211-222.
- Dyrness, William A. "How Does God Work in Creation and Culture? A Theological Proposal." In *Insider Jesus: Theological Reflections on New Christian Movements*. Downers Grove, IL: IVP Academic, 2016.
- Campbell, Jonathan. "Releasing the Gospel from Western Boodage." *International Journal of Frontier Missions* 16, no. 4 (Winter 1999/2000): 167-171.
- Hamel, L. Ann. "The Implications of Culture on Who We Are and How We Understand the Bible and Share the Gospel." *Journal of Adventist Mission Studies* 12, no. 1 (2016): 23-46.
- Sanou, Boubakar. "Exegeting the Bible and the Social Location of the Gospel Recipients: A Case for Worldview Transformation." *Andrews University Seminary Studies* 57, no. 2 (2020): 371-379.
- Gorden R. Doss. "Culture, Worldview, Biblical Interpretation, and Mission." *Journal of Adventist Mission Studies* 12, no. 1 (2016): 129-140.
- Wright, Christopher J. H. "God's Particular People: Chosen for All." In *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: IVP Academic, 2006.
- Knight, George. "Remnant Theology and World Mission." In *Adventist Mission in the 21st Century: The Joys and Challenges of Presenting Jesus to a Diverse World*. Edited by Jon L. Dybdahl. Hagerstown, MD: Review and Herald, 1999.
- Moreau, A. Scott. "Setting the Stage: What is Contextualization?" In *Contextualizing the Faith: A Holistic Approach*. Grand Rapids, MI: Baker Academic, 2018.
- Fleming, Dean. "Paul and Culture: Engaging the Greco-Roman World." In *Contextualization in the New Testament: Patterns for Theology of Mission*. Downers Grove, IL: IVP Academic, 2005.
- Dybdahl, Jon L. "Adventist Responses to Mission Challenges Through Theology and Contextualization." *Journal of Adventist Mission Studies* 5, no. 2 (2009): 26-33.
- Bauer, Bruce L. "Critical Contextualization: Case Studies from Cambodia." *Journal of Adventist Mission Studies* 14, no. 2 (2018): 11-17.
- G. T. Ng. "Seventh-day Adventist Mission: The Shifting Landscape." *Journal of Adventist Mission Studies* 8, no. 2 (2012): 36-50.
- Doss, Gorden R. "The Challenges of Adventist Discipleship." *Journal of Adventist Mission Studies* 12, no. 2 (2016): 149-159.
- Ott, Craig and Juan Carlos Téllez. "The Paradox of American Evangelical Views on Immigration: A Review of the Empirical Research." *Missiology* 47, no. 3 (2019): 252-268.
- Kidder, Joseph and Boubakar Sanou. "Embracing God's Heart for Immigrants and Refugees." *Ministry* (October 2020): 20-23.
- Doss, Cheryl. "Logic Systems and Cross-Cultural Mission." *Journal of Adventist Mission Studies* 4, no. 1 (2008): 79-92.
- Daniels, Gene. "On Cross-Cultural Transmission Describing Fruitful Practices: Relating to Society." *International Journal of Frontier Missiology* 27, no. 1 (Spring 2010): 21-26.

Travis, John J. “Must All Muslims Leave ‘Islam’ to Follow Jesus?” In *Perspective on the World Christian Movement*, 4th Edition by Ralph D. Winter and Steven C. Hawthorne (Pasadena, CA: William Carey, 2009): 687-691.

Lewis, Rebecca. “Insider Movements: Retaining Identity and Preserving Community.” In *Perspective on the World Christian Movement*, 4th Edition by Ralph D. Winter and Steven C. Hawthorne (Pasadena, CA: William Carey, 2009): 692-695.

REQUIREMENTS DURING THE INTENSIVE

Class Attendance (See attendance policy above) and Participation

POST-INTENSIVE COURSE REQUIREMENTS

1. Post-Intensive Assignment—(100 points)—Due July 25, 2021—30%

Church Presentation

This is a group assignment. The class will be divided into two groups as shown below. Each group will prepare a PowerPoint for a 2-hour presentation to be given at their local churches on the importance of mission. They should include biblical support for mission, a brief history of mission, and the churches’ role in mission with an example of potential mission work the church can currently (i.e., Covid-19 era) engage in. This presentation should draw from the assigned readings, course lectures, and other useful resources. Only the group leader that each team selects will submit the presentation on LearningHub. That person must include the names of other members on the presentation.

Group 1	Joseph E. Bates, Peggy Filossaint, Tori A. Henton, Andrew K. Runge Skytte
Group 2	Charlee M. Blabey, Perry N. Flerchinger, Fitzroy K. Radlein, Melody A. Wallace

2. Final Exam (100 points)—May 20, 2021—30%

This exam will be taken on LearningHub and will be open book/open notes. It will be a timed exam. Each student will have 2 hours to complete the exam. It will be made up of essay and short answer style questions. See rubric on page 11 for grading criteria.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

(The AU Bulletin states that: “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.”)

Submission of Assignments

Assignments are to be turned in on Learning Hub before 11:59 pm on the day they are due (unless otherwise announced). Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value. Please do not email any assignment to the course instructor.

Late Submission

Assignments lose 10% for each late day up to 50% of the total. After the last class day assignments have no value. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

LETTER GRADES AND PERCENTAGES

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

THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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 center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters’ degrees (e.g. MDiv** include 15 instructor contact hours and 30 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

		Professional Masters’ Programs
		3 Credits
Instructor Contact Hours	Face to Face Instructional Time	45 hrs
Independent Learning Activities	Reading and Critical Journal Entries	65 hrs
	Church Mission Presentation	15 hrs
	Final Exam Preparation	10 hrs
Total Hours:		135 hrs

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

ABOUT YOUR INSTRUCTOR



Boubakar Sanou is an Associate Professor of Mission and Leadership at the Seventh-day Adventist Theological Seminary, Andrews University. He is a graduate of Andrews University (BA, 1999; DMin, 2010; PhD, 2015; Post-Doctoral Certificate in Cross-Cultural Leadership, 2021) and Newbold College (MA, 2005). Prior to coming to Andrews University, he served in various capacities in pastoral ministry for twelve years in Burkina Faso. His research interest is on the impact of culture on leadership behaviors and practices and how all these influence Christian witness.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments.
Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic 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 Electronics

The professor will be recording the Zoom meetings for later use. If any student has an issue with this they should contact the professor with their concerns.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, course page on Learning Hub, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the intensive for the benefit of the learning process. The up-to-date

Course Description for this course may be found on the course page at www.learninghub.andrews.edu .

GRADING RUBRIC FOR FINAL EXAM

MSSN 546—Mission in Cultural and Religious Contexts Grading Rubric for Final Exam

Name: _____

NB: The final examination will be a mix of short answer and essay questions taken from lecture material.

Topics	Excellent	Very Good	Good	Unsatisfactory	Poor	Unacceptable	Weight	Points
	5	4	3	2	1	0		
Theology of Mission (30%)	<ul style="list-style-type: none"> • Responses show an outstanding level of conceptual knowledge of the topic. • Responses cover the questions in a comprehensive manner. • Responses provide clear and practical suggestions for application of concepts to ministry where applicable. 	<ul style="list-style-type: none"> • Responses show a very good level of conceptual knowledge of the topic. • Responses cover the questions in a proficient manner. • Responses include adequate suggestions for practical application of concepts to ministry where applicable. 	<ul style="list-style-type: none"> • Responses reveal a partial but satisfactory breadth of knowledge on the topic. • Responses cover the questions in a satisfactory manner. • Responses include satisfactory suggestions for practical application of concepts to ministry where applicable. 	<ul style="list-style-type: none"> • Responses are too brief and/or reveal a limited level of knowledge on the topic. • Responses cover the questions in an unsatisfactory manner. • Responses include vague suggestions for practical application of concepts to ministry where applicable. 	<ul style="list-style-type: none"> • Responses are very vague, inconsistent, poorly organized, and logic is difficult to follow. • Responses poorly cover the questions. • No attempt has been made to suggest practical application of concepts to ministry where applicable. 	Responses are completely inaccurate/out of context or questions are not attempted.	6	
History of Mission (20%)							4	
Culture and Mission (30%)							6	
Mission Strategy (20%)							4	
Total								/100