

MSSN 546—Mission in Cultural and Religious Contexts

Fall 2022 (October 23-28)

Boubakar Sanou, PhD

CLASS & CONTACT INFORMATION

Class Location:

Class Meeting Times: Sunday: 3 p.m. – 7 p.m. (Central Daylight Time)
Monday to Thursday: 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m. CDT

Instructor Telephone: 269-471-6505

Instructor Email: sanou@andrews.edu

Office Location: Seminary S212

Office Hours:

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 MAPM program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

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.

(The full set of program learning outcomes for your degree program is listed in **Appendix 1**)

The following **Course 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 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 SCHEDULE

Dates	Broad Course Topics
Oct 23	Welcome, Course Overview, and Introduction to the Study of Mission
Oct 24	The Concepts of Culture, Religion, and Worldview
Oct 25	Theology of Mission; Biblically-Faithful Contextualization
Oct 26	Contemporary Context of World Mission
Oct 27	Communicating the Gospel Across Cultures

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 will 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 or meetings are not excused. Three tardies are equal to one absence. **Please book your flights accordingly.**

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

Reflective Reading (100 points)—Due October 23, 2022—40%

For *each* article/book chapter below, 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. Submit your reflections on all the articles/book chapters as a single document.

These critical journal entries should be written following the format below:

Summary: Not more than ½ page

Critique: Provide your critical perspective on *each* assigned article/book chapter. Include new insights you have gained.

Implication for ministry: Suggest practical implications and application, i.e, how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.

Assigned Article/Book Chapters:

- 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.
- 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.

IN-INTENSIVE COURSE REQUIREMENTS

Final Exam (100 points)—Due November 10, 2022—30%

This will be a take home exam. The exam will be made up of short answer and essay type questions. See rubric on page 11 for grading criteria.

POST-INTENSIVE COURSE REQUIREMENTS

Church Presentation (100 points)—Due November 24, 2022—25%

This is a group assignment. Each group will prepare a 2-hour PowerPoint presentation to be given at a local church on the importance of mission. The aim of the presentation is to motivate church members to be involved in mission. The presentation should include *a strong biblical support for mission, a brief history of Christian/Adventist mission, and the local church's role in mission*. A detailed example of a post-pandemic mission work the church can engage in should be provided. 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 team members on the presentation.

Students will be assigned to groups on registration is complete.

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 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)

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 Reflections	65 hrs
	Church Mission Presentation	20 hrs
	Final Exam Preparation	5 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: 0.25 hour per page

ABOUT YOUR INSTRUCTOR

Boubakar Sanou is an Associate Professor of Mission and Intercultural 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 Intercultural Leadership, 2021) and Newbold College (MA, 2005). Prior to coming to Andrews University, he served in various capacities in pastoral ministry. His research interest is on the impact of culture on leadership behaviors and practices and how that influences 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 semester for the benefit of the learning process.

APPENDIX 1: PROGRAM LEARNING OUTCOMES

MASTERS PROGRAMS

1. MA in Pastoral Ministry (MAPM)

- 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

2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

APPENDIX 2: 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