

# MSSN 546 Mission in Cultural and Religious Context

Spring 2022

*Andrew Tompkins, PhD*

## CLASS & CONTACT INFORMATION

<b>Class location:</b>	Arranged
<b>Class meeting times:</b>	Feb. 27 6 – 8 pm; Feb. 28-March 3: 8:30 am – 12:30 and 2:00 pm – 5:30 pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-471-7605
<b>Instructor Email:</b>	<a href="mailto:tompkina@andrews.edu">tompkina@andrews.edu</a>
<b>Office location:</b>	Seminary S210
<b>Office hours:</b>	Arranged

## BULLETIN DESCRIPTION OF COURSE

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

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree 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:

### 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

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:

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

## 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.

## 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. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
<b>Attendance</b>	15%
<b>Reading and Critical Journaling:</b> See description and list of articles/book chapters below. Due dates are also found below.	50%
<b>Church Presentation:</b> The student will prepare a PowerPoint for a 2-hour presentation to give at their local church on the importance of mission as it relates to the local church. 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 engage in. This presentation should draw from the readings and course lectures required in this course. It is preferable that the student actually give the presentation at a local church. <b>Due April 28.</b>	20%

<p><b>Final Exam:</b> This exam will be taken on Learning Hub and will be open book/open notes. It will be a timed exam. Each student will have 2 hours to complete the exam once they begin taking it on Learning Hub. It will be made up of essay and short answer style questions. You will be required to take the exam by <b>May 5</b>. The exam will be opened on May 2 and be available until May 5. Once you start the exam you will have to finish it <b>you will not</b> be able to save your answers and return to finish the exam at a later date. See rubric in Appendix 1 for grading criteria.</p>	<p>15%</p>
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\* For grading rubrics that specify grading criteria in more detail, see Appendices.

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).

### **Late Submission**

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**

95-100%	A	83-86%	B	73-76%	C
90-94%	A-	80-83%	B-	70-72%	C-
87-89%	B+	77-79%	C+	60-69%	D

## **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. The list of titles they should read along with the due date can be found below. Each article/book chapter is available on Learning Hub in pdf format or via an online link.

For each article/book chapter the student will write a 1-2 page critical journal entry. This should be typed in a Word document in Times New Roman Font, size 12, double spaced and submitted on Learning Hub on the due date. Some dates may have more than one critical journal entry due. These are to be done on separate documents and turned in separately via Learning Hub.

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 one or two items from the article/chapter and clearly state why they agree or disagree with these items. The purpose is for the student to critically engage with the readings and strengthen their critical thinking skills. I will be reading each entry and at times will share feedback on your critical journal entries.

Article or Book Chapter Title	Due Date
Doss, Gorden. "Introduction to the Study of Mission." In <i>Introduction to Adventist Mission</i> . Silver Spring, MD: Institute of World Mission, General Conference of Seventh-day Adventists, 2018.	Jan. 18
Sanou, Boubakar. "Missio Dei as Hermeneutical Key for Scriptural Interpretation." <i>Andrews University Seminary Studies</i> 56, no. 2 (2018): 301-316.	Jan. 20
Wright, Christopher J. H. "God's Particular People: Chosen for All." In <i>The Mission of God: Unlocking the Bible's Grand Narrative</i> . Downers Grove, IL: IVP Academic, 2006.	Jan. 25
Paulien, Jon. "The Unpredictable God: Creative Mission and the Biblical Testimony." In <i>A Man of Passionate Reflection: A Festschrift honoring Jerald Whitehouse</i> . Edited by Bruce L. Bauer. Berrien Springs, MI: Department of World Mission, Andrews University, 2011.	Jan. 27
Dzubinski, Leanne M. and Anneke H. Stasson. "Faith Missionaries, Evangelists, and Church Founders." In <i>Women in the Mission of the Church: Their Opportunities and Obstacles throughout Christian History</i> . Grand Rapids, MI: Baker Academic, 2021.	Feb. 1
Irvin, Dale. T. and Scott W. Sunquist. "Christendom on Crusade in the Twelfth and Thirteenth Centuries." In <i>History of the World Christian Movement: Volume 1: Earliest Christianity to 1453</i> . Maryknoll, NY: Orbis Books, 2001.	Feb. 3
Middleton, J. Richard. "Why are We Here? Being Human as Sacred Calling." In <i>A New Heaven and a New Earth: Reclaiming Biblical Eschatology</i> . Grand Rapids, MI: Baker Academic, 2014.	Feb. 8
Jung, L. Shannon. "Sharing in Hospitality: The Basic Christian Practice?" In <i>Sharing Food: Christian Practices for Enjoyment</i> . Minneapolis, MN: Fortress Press, 2006.	Feb. 10
Dyrness, William A. "How Does God Work in Creation and Culture? A Theological Proposal." In <i>Insider Jesus: Theological Reflections on New Christian Movements</i> . Downers Grove, IL: IVP Academic, 2016.	Feb. 22
Ott, Craig and Juan Carlos Téllez. "The Paradox of American Evangelical Views on Immigration: A Review of the Empirical Research." <i>Missiology</i> 47, no. 3 (2019): 252-268.	Feb. 24

Bauer, Bruce. L. "Should Dialoguing with Demons Be Used as an Approach to Setting People Free from Evil Spirits?" <i>Journal of Adventist Mission Studies</i> 11, no. 2 (2015): 139-146.	March 8
Twibell, Simone Mulieri. "Reversing the Flow of Short-Term Missions within a Partnership Model: Perceptual Outcomes." <i>Missiology</i> 49, no. 2 (2020): 176-188.	March 10
Miller, Nicholas. "Prophecy, Sabbath, and Jubilee: The Social Justice Implications for Developing Nations of an Eschatological Sabbath Message." Paper presented at the Adventist Society of Religious Studies Annual Meeting, Virtual, November 2020.	March 15
Shorack, John S. "Jesus Friend of Sinners: A Three-Party Kerygmatic Model of Mission." <i>Missiology</i> 49, no. 3 (2021): 238-249.	March 17
Stone, Bryan. "The Pluralism of Consumer Culture." In <i>Evangelism after Pluralism: The Ethics of Christian Witness</i> . Grand Rapids, MI: Baker Academic, 2018.	March 29
Irvin, Dale T. and Scott W. Sunquist. "The Christian Movement in the East: Syria and the Emergence of a Persian National Church." In <i>History of the World Christian Movement: Volume 1: Earliest Christianity to 1453</i> . Maryknoll, NY: Orbis Books, 2001.	March 31
Tyler, Kate. "In, Not Of: The Theological Task and the Mission of the Church." <i>Missiology</i> 46, no. 4 (2018): 320-332.	Apr 5
WagenerSmith, Anthony. "The Decline and Recovery of Apostolic Leadership in Adventist Ministry." <i>The Journal of Adventist Mission Studies</i> 17, no. 1 (2021): 19-42.	Apr 7
Zink, Jesse A. "Singing Through the Civil War: Women's Leadership and Theological Reflection in a Growing Church." In <i>Christianity and Catastrophe in South Sudan: Civil War, Migration, and the Rise of Dinka Anglicanism</i> . Waco, TX: Baylor University Press, 2018.	Apr 12
Krause, Gary. "Toward an Adventist Theology of Urban Mission." <i>Journal of Adventist Mission Studies</i> 15, no. 1 (2019): 1-22.	Apr 14

## 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. MAPM)** 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:

		<b>Professional Masters' Programs</b>
		3 Credits
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	42 hrs
<b>Independent Learning Activities</b>	<b>Reading and Critical Journal Entries</b>	68 hrs
	<b>Church Mission Presentation</b>	15 hrs
	<b>Final Exam</b>	10 hrs
<b>Total Hours:</b>		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

Andrew Tompkins worked in India in various capacities that included school teacher, church pastor and planter, lay minister trainer, and Associate Director of the Global Mission Center for South Asian Religions at Spicer Adventist University. He is currently Assistant Professor of Mission and Intercultural Theology at the Seventh-day Adventist Theological Seminary at Andrews University.

Andrew is married to Anuradha and has two sons Abishek and Andre.



## 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](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](mailto: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	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

### **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. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***





**APPENDIX 1: 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"> <li>• Responses show an outstanding level of conceptual knowledge of the topic.</li> <li>• Responses cover the questions in a comprehensive manner.</li> <li>• Responses provide clear and practical suggestions for application of concepts to ministry where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses show a very good level of conceptual knowledge of the topic.</li> <li>• Responses cover the questions in a proficient manner.</li> <li>• Responses include adequate suggestions for practical application of concepts to ministry where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses reveal a partial but satisfactory breadth of knowledge on the topic.</li> <li>• Responses cover the questions in a satisfactory manner.</li> <li>• Responses include satisfactory suggestions for practical application of concepts to ministry where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses are too brief and/or reveal a limited level of knowledge on the topic.</li> <li>• Responses cover the questions in an unsatisfactory manner.</li> <li>• Responses include vague suggestions for practical application of concepts to ministry where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Responses are very vague, inconsistent, poorly organized, and logic is difficult to follow.</li> <li>• Responses poorly cover the questions.</li> <li>• No attempt has been made to suggest practical application of concepts to ministry where applicable.</li> </ul>	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	
<b>Total</b>								/100