



MSSN 546—Mission in Cultural and Religious Contexts

March 3-7, 2024

Yuri Drumi, PhD

CLASS & CONTACT INFORMATION

Class Location:	Lincoln, Nebraska
Class Meeting Times:	Sunday through Thursday, March 3-7, 2024 Sunday, 4:00 – 6:00 pm 7:00 – 9:00 pm Monday, Tue, Wed, Thur 8:00 am – 1:00 pm 3 – 6 pm
Instructor Telephone:	269-471-6505
Instructor Email:	drumi@andrews.edu
Office Location:	Seminary S211
Office Hours:	Tuesday-Thursday: 10-12 am

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 MDiv students.

PROGRAM & COURSE LEARNING OUTCOMES

The MDiv Program has seven desired outcomes. This course may contribute to all outcomes indirectly but the Department of World Mission believes this course contributes to four outcomes directly:

- 1) (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.
- 2) (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.
- 3) (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.
- 4) (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.

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 SCHEDULE

Days	Dates	Topics
1	March 3	<ul style="list-style-type: none"> • Course Overview • Introduction to the Study of Mission
2	March 4	<ul style="list-style-type: none"> • The Concepts of Culture and Religion: Implications for Mission • The Concept of Worldview: Implications for Mission
3	March 5	<ul style="list-style-type: none"> • Towards a Theology of Mission
4	March 6	<ul style="list-style-type: none"> • Biblically-Faithful Contextualization
5	March 7	<ul style="list-style-type: none"> • Contemporary Context of World Mission • 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. Three tardies are equal to one absence. 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.

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.

- 1. Class Attendance (See attendance policy above) and Participation—30%**
- 2. Reading and Critical Journaling (20 points for each entry)—30%**

A minimum of a three-page reflection is required for each 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. The critical journal entries should be written following the format below:

- (1) A statement on whether you have read the assigned articles/book chapters in their entirety or not.
- (2) Outline and reflect on what you have learned from the assigned reading. Be careful to cover all the assigned articles.
- (3) Reflect on ways you can implement what you have learned to enhance your ministry. Be practical.

NB. All the three points in the outline need to be covered in your reflection.

Articles/Book Chapters	Due Dates
<p>Sanou, Boubakar. “<i>Missio Dei</i> as Hermeneutical Key for Scriptural Interpretation.” <i>Andrews University Seminary Studies</i> 56, no. 2 (2018): 301-316.</p> <p>Teasdale, Mark R. “A Bias for the Gospel.” <i>International Bulletin of Mission Research</i> 47, no. 1 (2022): 69-77.</p> <p>Moskala, Jiri. “Bible Writers and Contextualization: The Missional Purpose of God’s Message. In <i>Mission Vision in Action: Perspectives on Global Missiology</i>. Edited by Wagner Kuhn and Boubakar Sanou, 155-178. Berrien Springs, MI: Department of World Mission, Andrews University, 2022.</p>	<p>Jan 14</p>
<p>Kate, Tyler. “In, Not Of: The Theological Task and the Mission of the Church.” <i>Missiology</i> 46, no. 4 (2018): 320-332.</p> <p>Doss, Richard. “Eschatology and Mission: Hope in Tension.” In <i>Mission Vision in Action: Perspectives on Global Missiology</i>. Edited by Wagner Kuhn and Boubakar Sanou, 261-271. Berrien Springs, MI: Department of World Mission, Andrews University, 2022.</p> <p>McArthur, Benjamin. “A Global Vision.” In <i>A. G. Daniells: Shaper of Twentieth-Century Adventism</i>. Nampa, ID: Pacific Press, 2015. 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: Bake Academic, 2021.</p>	<p>Jan 28</p>
<p>Magagula, Zondi Paul. “Retrieving and Articulating Liberative Aspects of the Sabbath Doctrine in the Context of the Seventh-day Adventist Church in South Africa.” <i>Studia Historiae Ecclesasticae</i> 46, no. 3 (2020): 1-17.</p> <p>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.</p>	<p>Feb 11</p>

<p>Chow, Alexander. "What has Jerusalem to Do with the Internet? World Christianity and Digital Culture." <i>International Bulletin of Mission Research</i> 47, no. 1 (2022): 23-31.</p> <p>Bauta, Sung. "Mission for the Ages: How Christian Widows are Shaping the Future of Christian Missions in Northern Nigeria." <i>International Bulletin of Mission Research</i> 45, no. 4 (2020): 366-374.</p> <p>Presler, Titus. "The Poverty Captivity of Mission in the Churches—and Strategies for Its Liberation." <i>International Bulletin of Mission Research</i> 46, no. 1 (2022): 81-90.</p>	<p>Feb 18</p>
<p>Yang, Xiaoli. <i>Canaan Hymns: Songs from the Fields—A Grassroots Missiology of the Chinese Church Movement.</i> <i>Missiology</i> 50, no. 3 (2022): 229-239.</p> <p>Drumi, Yuri. "The Dichotomy of Christ vs. Sin in Paul's Approach to Mission: Missiological Lessons." In <i>Mission Vision in Action: Perspectives on Global Missiology</i>. Berrien Springs, MI: Department of World Mission, SDA Seminary, Andrews University, 2022, pp. 229-242.</p> <p>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.</p>	<p>Feb 25</p>

3. Final Exam (100 points)—March 7, 2024—40%

This will be a creative application of the ideas learned in the class, a two-part assignment. Each student will have 2 hours to spell out (1) his/her vision, "Creating an Externally Focused and Culturally Sensitive Missional Church" and (2) his/her 6-month tentative plan to implement the vision. For both parts, there should be 5-6 double-spaced pages. The first part will begin with short introduction and end with conclusion bridging the second part. The paper as a whole will end with a summary and short prayer.

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.

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 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: 0.5 hour per page

ABOUT YOUR INSTRUCTOR



Yuri Drumi worked mostly at Zaoksky Adventist University (Russia) in various capacities that included theology Professor, Master and Dmin Programs Coordinator and the University President. He is currently Associate Professor of Mission and Intercultural Studies

at the Seventh-day Adventist Theological Seminary at Andrews University. Yuri is married to Nataliia, they have two daughters and son.

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

The Use of Artificial Intelligence

According to the recently voted policy (Aug. 4, 2023), "Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated."

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

No unauthorized recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time. At times the professor will request that no electronic devices be used, the cooperation of the students in this is greatly appreciated.

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.