



MSSN 546  
**MISSION IN CULTURAL AND  
RELIGIOUS CONTEXT**  
Spring 2021  
*Wagner Kuhn, PhD*

This course 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.

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	<a href="#">North Pacific Union LearningHub</a> . <b>Due to Pandemic, this class is via ZOOM Information in</b>
<b>Class meeting dates:</b>	Spring 2021 (January 17-21)
<b>Class meeting times:</b>	Sunday, 5 p.m. – 9 p.m. Mon. – Thurs. 8 a.m. –12:30 p.m.; 1:30 p.m. –6:00 p.m.
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">http://learninghub.andrews.edu</a>
<b>Instructor Tel.:</b>	(269) 861-5100
<b>Instructor Email:</b>	<a href="mailto:kuhn@andrews.edu">kuhn@andrews.edu</a>

#### COURSE REQUIREMENTS

##### Pre-intensive requirements:

1. Critical Book Review: **Due Sunday, January 17.**

One book review of Duane Elmer's (*Cross-Cultural Servanthood: Serving the World in Christlike Humility-CCS*) will be submitted; The review is to be 1500-1750 words. It is important to note that this is NOT a book report. The majority of content in the review is for critique and analysis of the books; you can summarize the main points of the book, but must engage in analysis and critique of the main ideas. Follow the critical book review rubric. **Due Sunday, January 17.**

2. Journal/Annotated Reading of the Book: *Passport to Mission (PPM)*: **Due Sunday, January 17.** Each

student will read the book *Passport to Mission* and write a report in form of a journal entry (reviewing/interacting) for the six parts (sections) of the book (total of 6 parts – 28 chapters). The report is due as per set schedule. The report/journal entry is to be 1500-1750 words, and will respond to and interact with the subject of the parts of the book being revised.

One journal / report will be prepared and submitted. The journal entry/report should include (but not limited to) the following elements:

- A candid, energetic engagement and interaction with the material in each part of the book.
- Points that stood out or that were new (“Aha!” moments)
- Points of agreement or disagreement, and/or points needing clarification
- Statements of syntheses and conclusion that tie together with concepts dealt with in the classroom and/or studied in other required readings
- Applications of concepts to personal life and ministry
- General remarks about the material, affirming or suggesting possible changes/additions

Report: *PPM*: Parts 1-6 (chapters 1-28; pages 1-238). **Due Sunday, January 17.**

### Requirements during intensives:

1. Web Resource List: **Due Wednesday, January 20.**

Each student will prepare a two (2-4) pages list of web mission resources (at least 50 entries). Try to list as many websites containing important resources dealing with cross-cultural missions, church and mission, mission strategies and resources, etc. **Due Wednesday, January 20.**

2. Final Exam: **Thursday, January 21.** The final exam will be on **Thursday, January 21.**

### Post-intensive requirements:

1. Critical Book Review: *Introduction to Adventist Mission (IAM)*: **Due Sunday, April 18, 2021.** One book review of Gordon Doss' *Introduction to Adventist Mission (IAM)*; the review is to be 2000 words. It is important to note that this is NOT a book report. The majority of content in the review is for critique and analysis of the books; you can summarize the main points of the book, but must engage in analysis and critique of the main ideas. Follow the rubric. **Due Sunday, April 18, 2021.**

## COURSE MATERIALS

### Required Textbooks and Readings:

- Gordon R. Doss. 2018. *Introduction to Adventist Mission*. Berrien Springs, MI: Institute of World Mission/Department of World Mission, Andrews University/General Conference of Seventh-day Adventists.
- Cheryl Doss, editor. 2017. *Passport to Mission*. Fourth revised edition. Silver Spring, MD: Institute of World Mission, General Conference of Seventh-day Adventists.
- Elmer, Duane. 2006. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Ill.: IVP Books.
- *Standards of Excellence in Short Term Mission*: <https://soe.org/7-standards/>
- Other specific articles posted on Moodle and/or as assigned by instructor.

### REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

### 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) The student will:

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

6. Explain basic mission principles

Day	Date	Class Schedule – Topics	Readings / Tasks	Assignments Due
1	Sunday <b>January 17</b>	Overview of course & assignments; Introduction to the study of mission; The contemporary context of world mission	CCS chapter 1: pages 11-20 PPM chapters 1-5; pages 10-45; IAM chapter 1	<b>Critical Book Review: Elmer--Cross-Cultural Servanthood (CCS). Due Sunday, January 17, 2021</b>
2	Monday <b>January 18</b>	Status of Christianity in the world Challenges and opportunities for SDA mission	CCS chapters 2-3: pages 21-34; PPM chapters 6-8; pages 48-69; IAM chapter 2	<b>Journal Report: Passport to Mission (PPM) Due Monday, January 17, 2021</b>
2	Monday <b>January 18</b>	Adventist Missiological Education The Mission of God ( <i>Missio Dei</i> ) concept in the Bible and in missions; Biblical basis for mission	CCS chapter 4: pages 37-56 PPM 9-13; pages 72-110; JAMS: Vol. 7, No 1:28-47; IAM chapter 3	
2	Monday <b>January 18</b>	The Bible as God's grand mission narrative – mission history. Lessons from the history of Christian / Adventist mission – case study	CCS chapters 5-6: pages 57-88; IAM chapter 4	
2	Monday <b>January 18</b>	SDA Church mission history Current trends in SDA mission	IAM chapters 5-6; CCS chapter 7, pages 89-106;	
3	Tuesday <b>January 19</b>	Mission studies and social sciences Culture, values, and mission	PPM chapters 14-19; pages 112-158; IAM chapter 7	
3	Tuesday <b>January 19</b>	Culture and worldview Culture shock and transition in mission	PPM chapters 20-24; pages 160-194; IAM chapters 8	
3	Tuesday <b>January 19</b>	The world, culture, and mission Four Culture Game	PPM chapters 25-28; pages 196-238; CCS chapter 8: pages 107-124	
3	Tuesday <b>January 19</b>	Culture, Worldview and our view and understanding of Scriptures Critical contextualization Practical contextualization	CCS chapter 9: pages 125-143; IAM chapter 9 & 10	
4	Wednesday <b>January 20</b>	Mission practice: case studies The excluded middle Studying the Bible for mission	IAM chapter 11	<b>Web resource list Due Wednesday, January 20, 2021</b>
4	Wednesday <b>January 20</b>	The incarnation as mission mode Cross-cultural communication Building bridges of understanding	CCS chapter 10: pages 144-152; IAM chapter 12	
4	Wednesday <b>January 20</b>	Cross-cultural witnessing Roles and relationships in mission	CCS chapter 11: pages 155-168; IAM chapter 13	

		The local church as mission basis		
4	Wednesday <b>January 20</b>	Building a multi-cultural team Conflict management in cross-cultural mission	CCS chapter 12: pages 169-179; IAM chapters 14	
4	Wednesday <b>January 20</b>	Strategic perspectives in mission – Mission career; Long term service Missionary Vocation Ee-Taow Movie report	CCS chapter 13-14: pages 180-198; IAM chapter 15	<b>Wednesday January 20, 2021</b> Ee-Taow Movie report
5	Thursday <b>January 21</b>	Short-term mission (STM) STM training; STM challenges, pitfalls, benefits	IAM chapter 16	
5	Thursday <b>January 21</b>	Long term Partnerships Strategic perspectives in mission Tentmaking as mission	IAM chapter 17	
5	Thursday <b>January 21</b>	Tentmaking: Business as mission Strategic perspectives in mission Holistic ministries (Ex.: ADRA)	IAM chapter 18	
5	Thursday <b>January 21</b>	Final Exam		<b>Thursday January 21, 2021</b>
Post Intensive	<b>Sunday, April 18,2021</b>	Critical Book Review: <i>Introduction to Adventist Mission (IAM)</i>		<b>Due Sunday, April 18,2021</b>
17	May			Late final-assignment submission receives no more than a <b>B</b> by midnight on this day ( <b>May 16, 2021</b> ).
16	Jun			Late final-assignment submission receives no more than a <b>C</b> by midnight on this day ( <b>June 16, 2021</b> ).
30	Jul			<b>172 days from the first day of class.</b> Students who have not completed all intensive requirements by <b>July 05, 2021</b> will receive a <b>F</b> . This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.

**Major Topics covered:**

<b>Theology</b>	<b>History</b>	<b>Culture</b>	<b>Strategy</b>
<ul style="list-style-type: none"> <li>• Introduction to the discipline of missiology</li> <li>• Grand narrative</li> <li>• Models: Jesus, Paul</li> <li>• Missio Dei</li> <li>• Kingdom of God</li> <li>• SDA theology of mission</li> </ul>	<ul style="list-style-type: none"> <li>• Paradigms of mission</li> <li>• Modern missionary movement</li> <li>• Exemplar missionaries</li> <li>• Case studies</li> <li>• Stages of SDA mission</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to culture</li> <li>• Theology of culture</li> <li>• Topics in culture                             <ul style="list-style-type: none"> <li>○ Form and meaning</li> <li>○ Set theory</li> <li>○ People groups</li> </ul> </li> <li>• Worldview and worldview transformation</li> <li>• Contextualization</li> <li>• Intercultural communication</li> <li>• Intercultural competence</li> <li>• Intercultural conflict resolution</li> <li>• Ethnocentrism, racism, tribalism</li> </ul>	<ul style="list-style-type: none"> <li>• Context and demographics</li> <li>• Introduction to strategy                             <ul style="list-style-type: none"> <li>○ Church growth</li> </ul> </li> <li>• Two structures</li> <li>• Urban</li> <li>• Migration, refugees, immigrants</li> <li>• Long term service</li> <li>• Short term service</li> <li>• Education</li> <li>• Health</li> <li>• Mass media</li> <li>• Music and arts</li> </ul>

**ATTENDANCE**

**Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) 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. Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.” *(Current AU 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.” *(Current AU Bulletin.)*

**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.” *(Current AU Bulletin.)*

**TIME EXPECTATIONS FOR THE COURSE**

<b>Schedule for class meetings: January 17-21, 2021</b>			
			Running total

Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	12 9
Tuesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	21 9
Wednesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	30 9
Thursday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	39 9
Pre-session and Post-session	Lectures to be viewed on-line	6 hours	45 6

### Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	39	45 hours total
Pre/Post Online	6	
<b>Independent Completion of Assignments</b>		
Book review and reading ( <i>Cross-cultural Servanthood</i> ; Elmer)	20 hours	
Ee-Taow Movie report	1 hours	
Journal/annotated reading ( <i>Passport to Mission</i> . Fourth revised edition.)	20 hours	
Web resources list	5 hours	
Book review and reading ( <i>Introduction to Adventist Mission</i> ; Doss)	30 hours	
Final exam	14 hours	
<b>Total Hours</b>	<b>135 hours</b>	

### \*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)

### 9. Grading

The final grade will be based on the following assignments (for 3 credits):

Attendance and participation	10%
Book review and reading (CCS)	10%
Ee-Taow Movie & report	5%
Journal entries and reading (PPM)	15%
Web resources list	5%
Book review and reading (IAM)	20%
Final exam	35%
<b>Total</b>	<b>100%</b>

The following scale is used in evaluating assignments and determining grades:

A = 95-100	B+ = 87-89	C+ = 77-79		
A- = 90-94	B = 83-86	C = 73-76	D = 60-69	F = 0-59
	B- = 80-82	C- = 70-72		

## SUGGESTED BIBLIOGRAPHY

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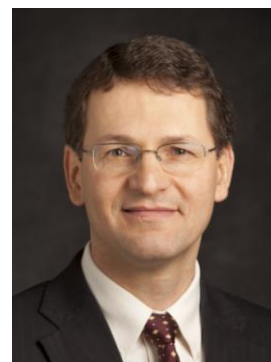


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## ABOUT YOUR INSTRUCTOR

Originally from Brazil, Wagner Kuhn has extensive cross-cultural experience. He has worked in three continents and in various capacities with the SDA Church, and traveled in the other three. In Brazil, he started his pastoral career working for the Publishing Department, and later he served as professor of Mission and Theology for the SDA Theological Seminary in São Paulo.

His first missionary post as a pastor was in the United States where he helped establish the Framingham SDA Portuguese Speaking Church, Massachusetts. A couple of years later Wagner worked in Central Asia, first as ADRA's regional and program director in the Autonomous



Republic of Naxçivan and later as Country Director for ADRA Azerbaijan (1994-2003). In this capacity, he coordinated several large relief and development programs and learned from and interacted with dozens of expatriate colleagues from various nationalities as well as hundreds of national co-workers.

In 1986, Wagner graduated with a B.Th. degree from Seminário Adventista Latino-Americano de Teologia (IAE - São Paulo). His major study interest has been missions, and in 1994 he obtained a Master of Arts degree in Religion (Mission Studies) from Andrews University. Ten years later he completed his PhD in Missiology (2004), from the School of Intercultural Studies, Fuller Theological Seminary. His dissertation: "Toward a Holistic Approach to Relief, Development, and Christian Witness: with Special Reference to ADRA's Mission to Naxçivan, 1993-2003," won the Missiology Award from Fuller.

From his studies the book *Christian Relief and Development: Biblical, Historical and Contemporary Perspectives of the Holistic Gospel* was published in English by UNASPRESS in 2005, and in Portuguese by CePLiB in 2008. Kuhn has written several scholarly and seminal articles, which have been published in academic journals, magazines, and books. In 2012 Kuhn contributed a couple of articles and also edited the volume, *The Book and the Student: Theological Education as Mission*, published by the Department of World Mission. Kuhn has also authored the book, *Redemption and Transformation Through Relief and Development* (2013), and co-edited the book *Biblical Principles for Missiological Issues in Africa* (2015), both published by the Department of World Mission, Andrews University. In 2016 *Transformação Radical: Em Busca Do Evangelho Integral* was published in Portuguese by UNASPRESS (SP, Brazil).

Wagner Kuhn has worked for Andrews University since 2005, first as Associate Director of the Institute of World Mission, General Conference, and Associate Professor of the Department of World Mission. In June 2011, he became a fulltime faculty (Professor of Mission and Intercultural Studies), and served as Director of the Doctor of Missiology from 2014-2016. He is the Chair of the Department of World Mission and also the Director of the Post-Doctoral Programs, at the Seventh-day Adventist Theological Seminary, Andrews University. He has also been the director of Global Partnerships for the General Conference from 2007 to 2015, an initiative that provides cross-cultural training for tentmakers (self-supporting missionaries) in restricted access countries.

His particular areas of interest are missiological education, holistic ministries, tentmaking training, and cross-cultural communication and witnessing. For hobbies he likes to travel, language learning, cooking, counseling, walking, swimming, and some gardening. Wagner is married to Gisele Kuhn; the couple has two daughters, Gielle and Gillian, fruit of the mission field, with much love. His life's purpose is to honor and serve God by ministering, teaching, and serving the people of this world, God's people.

## 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**

No 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.

### **Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, 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 Learning Hub.

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: INTERPRETING LETTER GRADES**

### ***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 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 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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.