



MSSN 505  
**CHRISTIAN RESPONSE TO HUMAN NEEDS**  
Fall 2022  
*Wagner Kuhn, PhD*

This course explores biblical models, historical examples, and development paradigms for Christian involvement in incarnational ministries.

#### CLASS & CONTACT INFORMATION

- **Class location:** [Pacific Union, SECC Office, Riverside, CA](#)
- **Class meeting dates:** Fall 2022 (September 18-22)  
**Sunday, 5 p.m. – 9 p.m.**  
**Monday – Thursday, 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m.**
- **Course Website:** <http://learninghub.andrews.edu>
- **Instructor Email:** [kuhn@andrews.edu](mailto:kuhn@andrews.edu); questions, please e-mail me.
- **Instructor Tel.:** (269) 861-5100; if urgent only, please text.

**\*This is an in-person class only.**

#### COURSE REQUIREMENTS

##### Required Textbooks and Readings:

- Kuhn, Wagner. *Redemption and Transformation Through Relief and Development (RTRD): Biblical, Historical, and Contemporary Perspective of God's Holistic Gospel*. Berrien Springs, MI: Department of World Mission, Andrews University, 2013.
- Maier, Rudi, editor. *Church and Society: Missiological Challenges for the Seventh-day Adventist Church (CSMC)*. Berrien Springs, MI: Department of World Mission, Andrews University, 2015.
- White, Ellen G. *Welfare Ministry (WM)*.
- Myers, Bryant L. *Walking with the Poor: Principles and Practices of Transformational Development (WPTD)*. Maryknoll, NY: Orbis Books. 2011. (Optional for extra points)

- **One (1) Critical Book Review: Due Sunday, September 18, 2022. LearningHub (Moodle) submission is required:** *Redemption and Transformation Through Relief and Development: Biblical, Historical, and Contemporary Perspective of God's Holistic Gospel [RTRD]*, by Wagner Kuhn (2013); 2,000 words are required for this critical book review.

It is important to note that the critical book review is NOT a book report. Most of the content in the review is for critique and analysis of the book; you can summarize the main points of the book but must engage in analysis and critique of the main ideas.

Please refer to and follow the rubric at Moodle for guidance and on how you will be evaluated. \*Each critical book review will be single-spaced, font 12, with the following heading and no cover page: **Critical Book Review; Date of Submission: Sunday, September 18, 2022; Your Name**; LearningHub (Moodle) submission is required.

- One (1) Journal/Annotated Reading of the Book: *Welfare Ministry (WM)***, by Ellen White. At least 2,000 words are required for this journal/annotated report. **Due Monday, September 19, 2022.**

Each student will read the book *Welfare Ministry* and write a report of the book in form of a journal entry/annotated reading (reviewing/interacting). The report/journal will respond and interact with the subject of the book. One report to be submitted single space and font 12. Please follow the format above for #1\*. The journal should include (but not limited to) the following elements:

- A candid, energetic engagement, and interaction with the material of the chapters in 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 conclusions 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.

- Two (2) Chapter/Article PPT Preparation and Class Presentations** from the book: *Church and Society - Missiological Challenges for the Seventh-day Adventist Church [CSMC]*, by Rudy Maier. Each student will choose two chapters/articles that are directly related to the class topics, from the book *Church and Society*, and will read carefully and then make a 10 mins class presentation on each. Each class presentation needs to have about 15 PPT slides, and should cover the following:
  - a. A clear summary points of the topic and content of the article.
  - b. Why is the article relevant and important for the SDA Church (in particular) and society in general?
  - c. Questions and issues the article is addressing. What is the problem? Challenges?
  - d. Answers and/or solutions that the writer provides to solve the problem he/she is addressing. How can this issue be dealt with? What are some risks involved?
  - e. What are other possible solutions you can think of to deal with this challenge. Would you want to get involved in order to be part of the solution? How can you do that? And why is it important for you?

\*The instructor will assign each student a date for your presentation: **Due (week of September 18-22, 2022).**

- One Midterm Examination** will cover the material discussed in class (PPT), and in *Redemption and Transformation Through Relief and Development: Biblical, Historical, and Contemporary Perspective of God’s Holistic Gospel*, by Wagner Kuhn (2013). **Date of exam: Thursday, September 22, 2022.**
- One Final Paper/Exam** (exam week) is a written **Bible Study** on a topic directly related to the course content, and it should include resources from lectures and discussion materials covered in classes; Various Bible references, Ellen White (*Ministry of Healing & Welfare Ministry*), Rudi Maier (*CSMC*), and Wagner Kuhn (*RTRD*). **Final due: Sunday December 18, 2022.**
- Grading:** The final grade will be based on the following (for 3 credits):

Book Review (W. Kuhn- <i>RTRD</i> )	15%
2 Articles PPT Class Presentation (Rudy Maier- <i>CSMC</i> )	10%
Midterm Examination	30%
Journal/Annotated Reading (Ellen G. White ( <i>WM</i> ))	15%
Final Exam: Bible Study	30%

For this course 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		

**\*This is an in-person class only.**

**REVISION STATEMENT**

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

<b>Date</b>	<b>Class Schedule – Topics</b>	<b>Readings / Tasks</b>	<b>Assignments Due</b>
September 18	Course Overview and Requirements Concepts of Holistic Ministry	Class Presentations	<b>Critical Book Review on Wagner Kuhn (RTRD)</b>
September 19	The Biblical Plan: Social Welfare Relief and Development in the Old Testament	Class Presentations	<b>Annotated Report on Ellen G. White (WM)</b>
September 19	Christ’s Method and Ministry in the New Testament the Holistic Gospel		
September 19	The Practice of Charity, Relief, and Development in Historical Perspective		
September 20	Evangelical Revivals and the Missionary Movement Christian Social Transformation	Class Presentations	
September 20	Development in Contemporary Perspective Rediscovering the Whole Gospel		
September 20	The Role of a Christian in the Secular World - Mission in Response to Human Need		
September 21	Poverty and its Many Causes: Why so Many People are Poor “To the Least of These”	Class Presentations	
September 21	Definitions and Perspectives on Development - Different Views		
September 21	Christian Witness as Development: Community Development and Christian Social Transformation		
September 22	ADRA’s Global Mission: Changing the World One Life at a Time The	Class Presentations	
September 22	Waters of Ayole: A Case Study in Community Development		
September 22	Challenges in a Global World	Class Presentations	
September 22	<b>Midterm Exam</b>		
Sunday, December 18	<b>Final Exam-paper (Bible Study) due</b>	<b>Final Exam/Bible Study- Sunday, December 18, 2022</b>	<b>Exam/Bible Study Due</b>
Sunday, December 18			<b>One Final Paper/Exam</b> (exam week) is a written <b>Bible Study</b> on a topic directly related to the course content, and it should include resources from lectures and discussion materials covered in classes; Various Bible references, Ellen White ( <i>Ministry of Healing &amp; Welfare Ministry</i> ), Rudi Maier ( <i>CSMC</i> ), and

			Wagner Kuhn ( <i>RTRD</i> ). <b>Final due: Sunday December 18, 2022.</b> (90 días desde el inicio de la clase) The project must be posted on LearningHub and Email an electronic MSW document before this day: by midnight on this Sunday <b>December 18, 2022</b>
January 17, 2023			(120 días desde el inicio de la clase) Late final-assignment submission receives no more than a <b>B</b> by midnight on this day ( <b>January 17, 2023</b> ).
February 16, 2023			(150 días desde el inicio de la clase) Late final-assignment submission receives no more than a <b>C</b> by midnight on this day ( <b>January 16, 2023</b> ).
March 09, 2023			<b>172 days from the first day of class.</b> Students who have not completed all intensive requirements by <b>March 09, 2023</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.

**\*Late Submission - The following penalties will be applied for late submission of assessment items:**

**Assessments received by due date: (90 days) (possible A grade)**

**Delay up to 5 days: (no better than an A- grade)**

**Delay up to 120 days: (no better than a B grade)**

**Delay up to 150 days: (no better than a C grade)**

## COURSE LEARNING OUTCOMES

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

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

- Organize, equip, and mobilize congregations for effective inter-ethnic and cross-cultural mission and ministry (PO# 3).
- Engage in biblical and theological reflection as the basis for ministry (PO# 6).

**Student Learning Outcomes (SLO).** Upon completion of this course students should be able to:

- 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

## TIME EXPECTATIONS FOR THE COURSE

## 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. The following **approximate calculations** have been applied for this course (**135 hours**):

-Attendance to classes (time):	45 hrs
-Critical Book Review ( <b>RTRD</b> )	20 hrs
-Mid-term Exam preparation	20 hrs
-Article report/presentation of <i>Church and Society</i> ( <b>CSMC</b> )	10 hrs
-Final Exam/Bible Study Preparation (Final)	25 hrs
-Reading and Journal/Annotated on White ( <b>WM</b> )	15 hrs

## 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.*)

## SUGGESTED BIBLIOGRAPHY

- Allen, E. Anthony, Kenneth L. Luscombe, Bryant L. Myers, and Eric R. Ram. *Health, Healing and Transformation*. Monrovia, CA: MARC, 1991.
- Banerjee, Abhit, Roland Benabou, and Dilip Mookherjee. *Understanding Poverty*. Oxford University Press: New York, NY, 2006.
- Bradshaw, Bruce. *Bridging the Gap: Evangelism, Development and Shalom*. Monrovia, CA: MARC, 1993.
- Chambers, Robert. *Ideas for Development*. London: Earthscan, 2005.
- \_\_\_\_\_. *Whose Reality Counts? Putting the First Last*. IT Publications (UK), 1997.
- Christian, Jayakumar. *God of the Empty-Handed: Poverty, Power and the Kingdom of God*. Monrovia, CA: MARC, 1999.
- Corbett, Steve and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself*. Chicago, IL: Moody Publishers, 2009.
- Freidman, John. *Empowerment: The Politics of Alternative Development*. Cambridge, MA: Blackwell, 1992.

- Greenway, Roger S. *Together Again: Kinship of Word and Deed*. Monrovia, CA: MARC, 1998.
- Kilbourn, Phyllis and Marjorie McDermid, editors. *Sexually Exploited Children, Working to Protect and Heal*. Monrovia, CA: MARC, 1998.
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- LCWE. "Christian Witness to the Urban Poor." Wheaton, IL: LCWE, 1980.
- Lindenberg, Mark, and Coralie Bryant. *Going Global: Transforming Relief and Development NGOs*. Bloomfield, CT: Kumarian Press, Inc., 2001.
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- Samuel, Vinay and Chris Sugden, editors. *Mission as Transformation: A Theology of the Whole Gospel*. Pasadena, CA: Wipf & Stock Publishers, 2009.
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- Stearns, Richard. *The Hole in Our Gospel*. Nashville, TN: Thomas Nelson, 2009.
- Trendera, Cory. *Reflections from Afar*. Federal Way, WA: World Vision, 2010.
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## 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.

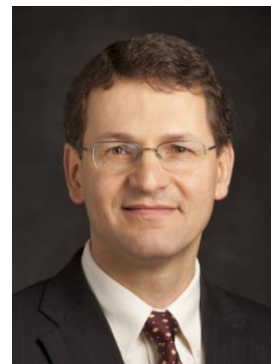
## **ABOUT YOUR INSTRUCTOR**

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.