

Syllabus

Course: MS652 X1 (SP 2009)
Title: Christian Min/Multi-Cultural Soc
Hours: 3.00
Published: Yes, on 01/30/2009
Prerequisites:

IS501

Department: Christian Mission
Faculty: Dr. Ricardo Gomez



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SPO:

Meetings:

During 02/09/2009 to 05/22/2009 Online via ExL.

Maximum Registration: 6

Catalog Description: This course equips and prepares students for Christian ministry in a multicultural society. It is designed to provide historical, sociological, theological and ethical foundations for ministry in a diverse society; to provide relevant models for developing a multicultural approach to ministry; and to assist in developing practical applications and new ministry programs that are relevant and meaningful for a multicultural, pluralistic, and diverse society.

Objectives:

Course Description:

This course is aimed to equip and prepare students for Christian ministry in a multicultural society. In order to do this we will employ historical, anthropological/ sociological, theological, and ethical perspectives to understand the experiences of minority populations in the United States and some other parts of the world. Relevant models for developing a multicultural approach to ministry will be examined in order to develop practical applications and new ministry models that are meaningful for a multicultural, pluralistic, and diverse society. Although the focus of the course is on the multicultural situations in the United States, the issues and models discussed are applicable to other social and cultural contexts as well.

Objectives:

Upon completion of this course the student will be able to:

- describe the nature and complexity of ethnic diversity in the U.S.
- interpret concepts, issues, and problems from diverse and ethnic perspectives.
- articulate and identify main problems in race and ethnic relationships in the U.S.
- develop awareness of the different ethnic and cultural values existent in the U.S.
- promote and participate in cross-cultural ministries in a healthy way.
- utilize inclusive, kingdom-minded thinking in order to engage in effective and relevant ministry to the multi-ethnicity in his or her own neighborhood.

Required Texts:

Nieves, Alvaro L., Roberto J. Priest., eds. *This Side of Heaven: Race, Ethnicity, and Christian Faith*. New York: Oxford University Press, 2007.

Scupin, Raymond., ed. *Race and Ethnicity: An Anthropological Focus on the United States and the World*. Upper Saddle River, NJ: Prentice Hall, 2003.

Woodley, Randy. *Living in Color: Embracing God's Passion for Ethnic Diversity*. Downer Grove, IL: InterVarsity Press, 2004.

Additional articles will be posted on-line throughout the course of the semester.

Collateral Texts (Not Required)

Adeney, Bernard T. *Strange Virtues: Ethics in a Multicultural World*. Downers Grove: InterVarsity Press, 1995.

Amott, Teresa L. and Julie A. Mattheai. *Race, Gender, and Work: A Multicultural Economic History of Women in the United States*. Boston: South End Press, 1991.

Banks, James A. *Teaching Strategies for Ethnic Studies*. Boston: Allyn and Bacon, 1991.

Brimelow, Peter. *Alien Nation*. HarperPerennial, 1996.

Conde-Frazier, Elizabeth, S. Steve Kang, Gary A. Parrett. *A Many Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids: Baker Academy, 2004.

Feagin, Joe R. and Clairece Booher Feaging. *Racial and Ethnic Relationships*. Upper Saddle River: Prentice Hall, 1996.

Foster, Charles R. and Theodore Breksford. *We are the Church Together: Cultural Diversity in Congregational Life*. Harrisburg: Trinity Press International, 1996.

Muck, Terry C. *Those Other Religions in your Neighborhood: Loving your Neighbor when you don't know how*. Grand Rapids: Zondervan, 1992.

(This book is out-of-print, but may be purchased at the Assistant Provost's Office, please contact Anna Brooks at anna_brooks@asburyseminary.edu)

Law, Eric. *The Wolf Shall Dwell with the Lamb: A Spirituality for leadership in a Multicultural Community*. Chalice Press, 1993.

Law, Eric. *The Word at the Crossings: Living the Good News in a Multicontextual Community*. Chalice Press, 2004

Law, Eric. *Sacred Acts, Holy Change: Faithful Diversity and Practical Transformation*. Chalice Press, 2002

Law, Eric. *Making Room for Grace*. Chalice Press, 2000

Law, Eric. *The Bush was Blazing but not Consumed: Developing a Multicultural Community Through Dialogue and Liturgy*. Chalice Press, 1996.

Lee, Jung Young. *Marginality: The Key to Multicultural Theology*. Minneapolis: Fortress Press, 1995.

Lingenfelter, Sherwood G. and Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids: Baker, 1986.

Parillo, Vincent N. *Diversity in America*. Thousand Oaks: Pine Forge Press, 1996.

Recinos, Harold J. *Jesus Weeps: Global Encounters on our Doorstep*. Nashville: Abingdon, 1992.

Rhodes, Stephen A. *Where the Nations Meet: The Church in a Multicultural World*. Downers Grove: InterVarsity Press, 1998.

Spencer, A'da Besanion and William David Spencer., eds. *The Global God: Multicultural Evangelical Views of God*. Grand Rapids: Baker Books, 1998.

Takaki, Ronald. *From Different Shores: Perspectives on Race and Ethnicity in America*. New York: Oxford University Press, 1994.

OR

Takaki, Ronald. *A Larger Memory: A History of our Diversity with Voices*. Boston: Little, Brown and Co. 1998.

Basis for Evaluation:

- 20% Participation
- 20% Description Paper
- 25% Report paper
- 35% Research Paper

Grade Range: 4.00-3.70 = A/- 3.30-2.70 = B+/- 2.30-1.70 = C+/- 1.30-0.70 = D+/- below 0.70 = F

Grade meaning:

Following the guidelines set out in the Asbury Seminary catalog, I define grades in the following manner:

- A** = *Unusually high quality, exceptional work* **D+** = *Minimal work*
- A-** = *Far above average, fine work* **D** = *barely acceptable*
- B+** = *Above average for graduate work* **D-** = *for specific assignment*
- B** = *Very good, average for graduate work* **F** = *Failure.*
- B-** = *Slightly below average for graduate work*
- C+** = *Meets requirements, but noticeable inadequacies for graduate work*
- C** = *Meets requirements, but with significant gaps for graduate work*
- C-** = *Meets requirements, but serious gaps*

Written Work:

All written work must be typed with 12-point font size, one-inch margins on all four sides, and true double spacing. Follow page limit requirements.

All written work must use inclusive language when reference is made to human beings (male and female). This provides for both greater inclusion and greater precision.

For more information on this topic see >Guidelines for the Asbury Experience' (p.10) or visit the icon course/seminary resources located in our course icon.

Late Work:

There will be a penalty for late papers commensurate with the degree of lateness and the adequacy of the excuse. Late papers will not receive feedback, but will be graded.

Incomplete Work: A grade of O denotes that the work of a course has not been completed due to an *unavoidable emergency*, which does not include delinquency or attending to church work or other employment. If the work of the course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as O. From ATS 2008-09 Catalog page 29 (emphasis added)

Attendance Policy: Since this is an on-line class, your physical attendance is not required; however, each student is expected to participate in on-line discussions each week.

COURSE DESCRIPTION AND ASSIGNMENTS

This course combines two learning components: one academic and the other affective. In reality, these two components go hand-in-hand; the goal is to make us both more aware of (i.e., the academic) and sensitive to (i.e., the affective) ethnic and racial minorities in American and other societies.

Accordingly, the course is structured in such a way as to maximize both academic and affective learning, to enhance on-line discussions, and to stimulate your creativity and curiosity with the subject matter. This is done in the following ways:

1) Participating in **discussion groups**. Depending on the size of the class you will either be placed in a group with others from the class, which will constitute your discussion group for the semester, or the entire class will constitute your discussion group. We will be using **Moodle** in this course, which will allow you to post responses to the readings, and respond to what others in your group have posted. This will be the main activity throughout the semester. **Each week one person in the group will be selected to lead the discussion**, and the others will respond to the leader's post. For more details on discussion groups click [here](#). Participation in the discussion groups each week and completion of the other weekly activities will constitute **20% of your grade**.

2) **Description Paper:** In this paper (5-7 pages) the student will provide a general description of the history, cultural heritage, and popular religiosity of a particular ethnic group (other than the student's own). Students are encouraged to consult authors and sources that are relevant for the ethnic group or that are written by people that belong to such group. **20 % of your grade.**

Due Date: March 9, 2009

3) **Report Paper:** This written report of 4-6 pages should provide a narrative description of the student's visit to and experience in a multicultural congregation or in a congregation in which its members are from an ethnic group distinctively different from your own. (Your chosen ethnic group needs to be presented to me by February 23rd so that it can be pre-approved.) This report paper should include a description of the organization (church structure), power dynamics (how decisions are made and who are the persons in positions of leadership, and how does this group/congregation relates to the dominant group), and interaction with other ethnic

groups in its community, as well as the mission and goal of the organization/church. **25% of your grade.**

Due Date: April 20, 2009 (Submission of ethnic group: February 23, 2009)

4) **Writing a research paper.** This is the final project for the class. You will choose between **2 options** for this paper. The paper should be between **15-20 pages in length**, and is worth **35% of your grade.**

Due Date: May 18, 2009

Whichever option you choose, you must utilize concepts and theories discussed in the course. Click [here](#) to read the criteria used to analyze your paper. The options are:

Option 1—Develop a plan model

With this option you will present a tentative plan/model for implementing/improving a multicultural ministry. The student will develop her/his plan/model in three parts: 1) A sociological analysis of the community where the ministry will take place (target audience) and its relationship with other groups in the community. 2) Ethical/Theological foundations for a multicultural ministry in his/her setting, in which the student should provide solid arguments and articulate reasons for implementing his/her plan/model in her/his place of ministry. 3) Description and implementation of the plan/model; here the student is required to provide a general description of the plan/model including goals, objectives, and long range expectations; and a detailed application and implementation of the plan/model for at least 3 months.

Option 2—Researching your own family history:

With this option you will explore the history of your family's immigration to the United States/country of origin and their movement since their arrival. You may, at this point, know very little about your family's story of immigration. This project will allow you the opportunity to learn more about your family, and thus about yourself. Your research should cover such topics such as; where your family came from (on both sides if possible), when they came to the country where you were born, where they initially migrated to, their movement around the country (continent or world) to end up where you were born; the context in which your family arrived in the United States/country of origin (i.e., what was happening in the U.S./country of origin at that time as far as immigration is concerned); and how ethnicity, color, race, religion, region, and nationality have shaped your own identity, social life, and personal values (Gabaccia, *Immigration and American Diversity*, Blackwell Publishers, 2002). With this paper you should include both oral sources (i.e., interviewing your parents, grandparents, great-grandparents, aunts and uncles, etc., about what they know regarding your family history) and library/internet sources.

GUIDELINES FOR GROUP DISCUSSIONS

Each week a member of your discussion group will be selected to lead the discussion on the reading materials for the week. **The leader will submit his or her response on Moodle by the Sunday before the reading is due.** The other members of the group will then respond to the leader's post based on their understanding of the readings. These activities are meant to spark discussion of the materials as they relate to the on-line lesson that week. **All members of the group MUST post at least one response prior to the next class session.** Since this is a discussion, individuals in the group may respond to posts multiple times.

As a leader you should cover the following:

- 1) What were **your major learnings** from the materials for that week?
- 2) **What are key questions you have** that come out of the reading(s) that you would like others to address in their responses on Moodle? (Try to come up with at least 2 or 3).
- 3) What are some of the **ministry implications** of the material?

All 3 components should be addressed in the leader's post. The length of the analysis should be kept to between 250-300 words. Keeping it concise will help you focus in on the really important points. The other students in the discussion group will respond to the leader's post and will include other key points the leader may have left out. Responses should be kept to between 100-150 words.

I will read the posts and submit comments as well. You will be evaluated according to the criteria listed above. I am less concerned that you "correctly" understand the material than I am with the amount of thought and effort you demonstrate in your posts.

CRITERIA FOR EVALUATING ACTIVITIES

- 4 = Demonstrated excellent effort in the discussion. Very well thought out and clearly articulated ideas. Demonstrated insightfulness and an excellent understanding of course materials.
- 3 = Demonstrated very good effort in the discussion. Well thought out and clearly articulated ideas. Demonstrated insightfulness and a very good understanding of course materials.
- 2 = Demonstrated good effort. Ideas are, in general, well articulated. Demonstrated a good understanding of the course materials.
- 1 = Demonstrated a minimal amount of effort. Ideas are, in general, not well developed or articulated. Does not demonstrate a very good understanding of course materials.
- 0 = Demonstrated little or no effort or understanding of the material.

GUIDELINES FOR CLASS DISCUSSION

- 1) Define and review terms and concepts that are unclear.
- 2) Set your agenda: what specific ideas are of interest to review, discuss, and/or challenge.
- 3) What questions arose during discussion?

4) Application: in what ways can you relate the ideas discussed to your own lives and experiences and to the mission context?

Types of roles in a small-group discussion:

Positive:

- 1) Keeps discussion moving and tries to get others to participate (gatekeeper).
- 2) Presents or adds meaningful information or asks appropriate questions.
- 3) Seeks clarification.
- 4) Applies points under discussion to other situations.
- 5) Uses appropriate humor.

Negative:

- 1) Does not participate in discussion.
- 2) Too opinionated or verbose.
- 3) Uses inappropriate humor.
- 4) Impairs meaningful discussion by leading off into tangents.
- 5) Comments/responses demonstrate lack of preparation.

CRITERIA FOR EVALUATING YOUR RESEARCH PAPER

1. Mechanics:

- The paper is free of typos.
- The paper contains no formatting errors (e.g., margins, spacing).
- The paper has met the specifics for length and pages are numbered.

2. Execution:

- The introduction lets the reader know where the paper is going by clearly stating a thesis and the main points to be covered.
- The body has well-developed paragraphs that relate back to the thesis.
- The body stays on track and holds the reader's attention.
- The conclusion pulls the essay together by drawing reasonable and well-stated conclusions based on the evidence presented in the essay.

3. Discretion:

- Statements made by the author are supported by good evidence and argumentation.
- Sources of information are cited in the text.
- There are adequate sources consulted to do justice to the subject matter.

4. Analysis:

- The paper demonstrates significant insight into the collection and analysis of data.
- There is a good balance between description and analysis.
- There is enough information presented to adequately analyze the case being presented.

5. Synthesis:

- The author demonstrates a significant understanding of concepts from the course.
- The author demonstrates a significant ability to apply the concepts from the course to a particular case.

ONLINE DESCRIPTION and COMMUNICATION GUIDELINES

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://one.asburyseminary.edu> and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester:

- a) **Course News and Announcements**, where I will post items important for the entire class;
- b) **Syllabus**, where a copy of the syllabus is provided;
- c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
- d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
- e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;

f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

6. VIRTUAL SUPPORT CONTACT INFORMATION

For **technical support, library research support, library loans, and Virtual media** contact Information Commons:
Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale:
ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

2. Materials Requests:

a. To search the library catalog for available materials, click here:
<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

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WATCHING MOVIES AND VIEWING FILMS

Several films are included in the material of this course to give you a chance to identify more closely with a variety of experiences and ways of life. However, **more than just passive attention is required**, for you will also be expected to sharpen your ability to observe and to relate these observations to the conceptual and theoretical structure of the course. This may sound like a tall order. It is!

Developing the **skills of sensitivity and thoughtful perception** are basic to a liberal arts education in general, and to anthropology specifically. Observation is one of the primary tools of anthropologists in their observation of other cultures. You will find that films will give you just the slightest glimpse into the problems and rewards of anthropology. The films will also provide you with the opportunity to increase your sensitivity to the world around you as well as give you a notion of cultural differences.

Here are a few **things to bear in mind while you are viewing the films** which will enhance your viewing experience:

1) Seeing a film obviously permits no interaction between you and the subject of your observation, usually an important aspect the anthropologist's field experience. However, the film makers have had to establish considerable rapport with the "star(s)". **What effect do you think the process of making the film has had on the people who participated?**

2) In using films as a source of primary data, you will be faced with a dimension of fieldwork that anthropologists and sociologists avoid as much as possible--**third hand information and interpretation**. First, the material you view in films has been selected by film makers who are obviously interested in aesthetic aspects of the film as much as the ethnographic or sociological reporting of information. Second, the narration usually includes a certain amount of interpretation. As you are watching **skepticism is in order!** Look for the evidence which the film makers are using and evidence in the films that may run counter to the narration. A good rule of thumb is to be skeptical of the narration except where it is verified by the visual presentation.

3) **Film makers usually have a particular theoretical model** that they are using while filming. As you watch the film ask yourself what the film maker's model is, and what alternative interpretations could you make using different models?

As you view a film, think of both the theoretical orientation and the particular event being portrayed. In this way we will then be able to engage in informed discussions about these films.

SCHEDULE Spring 2009

Week 1—February 9 - 13

Topic: COURSE INTRODUCTION; ANTHROPOLOGY AND THE STUDY OF RACE AND ETHNICITY

Reading: Priest and Nieves Chapter 5;

Scupin Chapter 1.

Activity: Personal Ethnographic Introductions

-Discuss the readings.

Week 2—February 16 - 20

Topic: ETHNICITY, CULTURE, AND ETHNOCENTRISM

Reading: Scupin Chapters 4 & 5;

Priest and Nieves, Introduction, and Chapters 4 & 13.

Activity: Group discussion.

Week 3—February 23 - 27

Topic: ANTHROPOLOGY AND THE DEVELOPMENT OF AMERICA'S IDEOLOGY OF RACE;

FILM: *THE STORY WE TELL*

Reading: Scupin Chapters 2 & 3;

Priest and Nieves Chapters 1 & 6.

Activity: Group discussion.

-Turn in Ethnic Group for Report paper.

Week 4—March 2 - 6

Topic: CULTURE, ETHNICITY, AND THE IDEOLOGY OF RACE IN THE UNITED STATES;

FILM: *POSTVILLE: WHEN CULTURES COLLIDE*

Reading: Priest and Nieves Chapters 7 & 8;

Activity: -Conduct research on race/ethnicity and the evangelical church in the United States. Submit your annotated bibliography.

-Group discussion.

Week 5—March 9-13

Topic: ANGLOS AND WHITE ETHNIC GROUPS

FILM: *AVALON, PART I*

Reading: -Scupin Chapter 6.

Activity: Group discussion.

- Turn in Discussion Paper

Week 6—March 16-20

Topic: ANGLOS, WHITE ETHNIC GROUPS, AND THE CHURCH;

FILM: *AVALON, PART II*

Reading:

Activity: -Conduct research on the church situation of one or more of the white ethnic groups discussed in Scupin Chapter 6.

Submit your annotated bibliography on Moodle;
-Group discussion.

Week 7 –March 23-27

Topic: AFRICAN AMERICANS AND THE IDEOLOGY OF RACE IN AMERICA;

FILM: *THE HOUSE WE LIVE IN*

Reading: -Scupin Chapter 8.

Activity: Group discussion.

READING WEEK –March 30-April 3

Reading: Begin reading Woodley's book, *Living in Color*.

Week 8—April 6-9 (April 10 is Good Friday)

Topic: AFRICAN AMERICANS, THE CIVIL RIGHTS MOVEMENT, AND THE CHURCH

FILM: *WE SHALL NOT BE MOVED*

Reading: Priest and Nieves Chapter 9

Activity: -Conduct research on issues related to African Americans and Christianity in the United States. Submit your annotated bibliography on Moodle;

-Group discussion.

Week 9—April 13-17

Topic: HISPANIC AMERICANS/LATINOS;

FILM: *CULTURE AS A WEAPON OR TOOL FOR TOLERANCE*

Reading: -Scupin Chapter 10;

-Division, et al., "Perceptions of Chicano/Latino Students Who Have Dropped Out of School." In, *Journal of Counseling & Development*, 77(4): 465-474, Fall 1999 (at: <http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=3382208&site=ehost-live&scope=site>)

Activity: Group discussion.

Week 10—April 20-24

Topic: HISPANIC AMERICANS/LATINOS AND THE CHURCH

Reading: Priest and Nieves Chapter 3

Activity: -Conduct research on issues related to Hispanic Americans/Latinos and Christianity in the United States. Submit your annotated bibliography on Moodle;

-Group discussion.

-Turn in Report Paper.

Week 11—April 27- May 1

Topic: ASIAN AMERICANS/ASIAN IMMIGRANTS AND THE CHURCH

Reading: -Scupin Chapter 11;

-Priest and Nieves Chapters 15 & 16

Activity: Group discussion.

Week 12 – May 4-8

Topic: ISSUES RELATED TO THE MULTICULTURAL CONGREGATION

Reading: Priest and Nieves Chapters 17 & 18.

Activity: Group discussion.

Week 13 – May 11-14

Topic: COURSE SUMMARY: HOW SHOULD WE THEN LIVE?

Reading: Woodley, *Living in Color* (entire book).

Activity: Group discussion.

Week 14 – May 18-22 Final Exams

Activity: Turn in Research Paper

