1-1-2009

CS 632 Christian Min/Multi-Cultural Soc

Steve Ybarrola

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Course: CS632 O1 (SP 2009)
Title: Christian Min/Multi-Cultural Soc
Hours: 3.00
Published: Yes, on 01/04/2009
Prerequisites:
CS601

Department: Church in Society
Faculty: Dr. Steve Ybarrola

Email: steve.ybarrola@asburyseminary.edu
Office: SH
SPO: 939

Meetings:
On Friday, 02/20/2009 from 9:00a to 9:00p in EXLEXL.
On Saturday, 02/21/2009 from 8:00a to 5:00p in EXLEXL.
On Friday, 03/27/2009 from 9:00a to 9:00p in EXLEXL.
On Saturday, 03/28/2009 from 8:00a to 4:00p in EXLEXL.

Maximum Registration: 35
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:

CHRISTIAN MINISTRY IN A MULTICULTURAL SOCIETY

Professor: Dr. Steven Ybarrola
Office: MC 308
Phone: (859) 858-2056
Email: steve.ybarrola@asburyseminary.edu
Meeting times: Feb. 20 (9:00a to 9:00p); and 21 (8:00a to 5:00p).
March 27 (9:00a to 9:00p); and 28 (8:00a to 5:00p).

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. 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 diverse society. Although the focus of the course is on the multicultural situation 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 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.

**Required Texts:**

Angelou, Maya  

Carroll, M. Daniel  

Crespo, Orlando  

Kazin, Alfred  

Priest, Robert and Alvaro Nieves, eds.  

Scupin, Raymond, ed.  

**Basis for Evaluation:**

<table>
<thead>
<tr>
<th>Attendance/Participation</th>
<th>20%</th>
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<tbody>
<tr>
<td>Moodle Discussion Group Activities</td>
<td>30%</td>
</tr>
<tr>
<td>Group/Church Research</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
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**Assignment of final grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/-</td>
<td>Exceptional work. Markedly outstanding achievement of course objectives.</td>
</tr>
<tr>
<td>A-, B+</td>
<td>Very good work. Very strong, significant achievement of course objectives.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Strong, significant achievement of course objectives.</td>
</tr>
<tr>
<td>B-, C+</td>
<td>Above acceptable work.</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable work. Basic, essential achievement of course objectives.</td>
</tr>
<tr>
<td>C-, D+</td>
<td>Below acceptable work.</td>
</tr>
<tr>
<td>D</td>
<td>Marginal work. Inadequate, minimal achievement of course objectives.</td>
</tr>
<tr>
<td>D-, F</td>
<td>Unacceptable work. Failure to achieve course objectives</td>
</tr>
</tbody>
</table>

**Grade meaning:**

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

A- Exceptional work. Markedly outstanding achievement of course objectives.

A+, B+ Very good work. Very strong, significant achievement of course objectives.

B Good work. Strong, significant achievement of course objectives.

B-, C+ Above acceptable work.

C Acceptable work. Basic, essential achievement of course objectives.

C-, D+ Below acceptable work.

D Marginal work. Inadequate, minimal achievement of course objectives.

D-, F Unacceptable work. Failure to achieve course objectives.

**Incomplete Work** (from the Asbury Seminary Catalog):

The official end of each term is 4:00 p.m. on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student’s advisor for permission to receive an “I” at the end of a semester.

_A grade of “I” 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 a 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 “F.”

**COURSE DESCRIPTION AND ASSIGNMENTS**

This course is a hybrid between a regular on-campus course and an ExL course. As such, a good deal of work will be done online using Moodle. You will be placed in a smaller group of students who you will interact with online in between our class sessions regarding the readings and other materials related to the course subject. This is a very important part of the learning process in this course, and I have weighed it accordingly (30% of your grade). Below you'll find more information on how these Moodle discussion groups will work.

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 the United States and other societies. Accordingly, the course is structured in such a way as to maximize both academic and
affective learning, to enhance online and classroom discussions, and to stimulate your creativity and curiosity with the subject matter. This is done in the following ways:

1) Regular participation in class discussions. You will be expected to come to class ready to discuss the readings/topics for that day, as laid out in the schedule. In order to participate in this way you must: a) come to class, b) have read and done the assignment(s) for the materials assigned for that class session, c) think, and d) speak. I expect all students to come to class so prepared. Attendance and participation account for 20% of your grade. See below for discussion guidelines and how I will evaluate your participation.

2) Participating in Moodle discussion groups. You will be placed in a group with others from the class, which will constitute your discussion group for the semester. 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 (see below for information on using Moodle). 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 see below. The activities constitute 30% of your grade.

3) Conducting research on ministry issues of different minority populations in the U.S. For most of the minority populations covered in this course we will look at general issues related to the history and experience of people from the particular group (through the use of the main text and autobiographies) as well as current issues related to Christian ministry and the church among members of that group.

For this second part (i.e., the Christian ministry issues) you will conduct research on the topic and submit a 1 page summary of the research and an annotated bibliography of the articles you read on Moodle. Through this not only will you become more aware of issues related to the particular minority population, but we’ll be able to build a bibliography that will be useful to all members of the class. The research is worth 20% of your grade.

4) Writing a research paper. This is the final project for the class. You will choose between 3 options for this paper. The paper should be between 15-20 pages in length, and is worth 30% of your grade.

Whichever option you choose, you must utilize concepts and theories discussed in the course. See below to read the criteria used to analyze your paper. The three options are:

Option 1—Research on a relevant topic:

You will choose a topic related to ethnicity and race in the United States. Possible topics include: studying a minority group we will not be discussing in class, or one that we have that you want to research in more detail; issues currently being debated such as immigration policy, affirmative action, and English only laws; issues regarding the integration of recent immigrants into American society and culture; or any other topic that you’d like that has been approved by me. A key part of this paper will be the role the church has and should play in regard to the issue you choose.

Option 2—An experientially-based paper:

To help you better understand actual issues churches face regarding issues of multiculturalism, you can choose this option and interview church leaders of a local congregation. This may be a church that has a predominantly minority congregation, or one that has a significant outreach to minority populations. It can also include a church that has virtually no minorities in the congregation and/or little outreach to minority populations. Whichever type of church you choose, be sure to analyze the situation using theories and concepts we’ve discussed in the course.

Option 3—Researching your own family history:

With this option you will explore the history of your family’s immigration to the United States 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 as where your family came from (on both sides if possible), when they came to the United States, where they initially migrated to, their movement around the United States to end up where you were born; the context in which your family arrived in the United States (i.e., what was happening in the U.S. 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 MOODLE GROUP DISCUSSIONS

For each reading or group of readings a member of your discussion group will be selected to lead the discussion. The way the schedule is set up, a week runs from Monday through the following Sunday (see the schedule). The leader will submit his or her response on Moodle by 3:00 p.m. on Saturday. 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 in order to create a cooperative learning environment. We will have different perspectives on the readings, and through the Moodle discussions we can learn from one another. All members of the group MUST post at least one response soon after the leader has posted his/her response, though the expectation is that each member will post multiple responses. Responses for a given week can go into the following week, but need to be completed prior to the next Saturday deadline.
As a leader you should cover the following:
1) What were your major learnings from the material(s)?
2) What are key questions you have that come out of the reading(s) that you would like others in your group 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 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 that they want to discuss.

I will read all the posts and submit comments occasionally. You will be evaluated according to the criteria listed below. In general, 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

9-10 = Demonstrated excellent effort in the discussion. Very well thought out and clearly articulated ideas. Demonstrated insightfulness and an excellent understanding of course materials.
8-8.5 = Demonstrated very good effort in the discussion. Well thought out and clearly articulated ideas. Demonstrated insightfulness and a very good understanding of course materials.
7-7.5 = Demonstrated good effort. Ideas are, in general, well articulated. Demonstrated a good understanding of the course materials.
5-6.5 = 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.
Below 5 = Demonstrated little or no effort or understanding of the material.

GUIDELINES FOR CLASS DISCUSSION

Normally, you will be in small groups addressing a question or questions introduced by the professor. Your discussion should include the following:
1) Define and review terms and concepts that are unclear to you and the others in the group.
2) Set your agenda: what specific ideas are of interest to review, discuss, and/or challenge related to the question(s) you were given?
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/ministry 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.

Negative:
1) Does not participate in discussion.
2) Too opinionated or talkative.
3) Impairs meaningful discussion by leading off into tangents.
4) Comes unprepared to participate in discussion.

CRITERIA USED TO EVALUATE YOUR PARTICIPATION

1) Learning Productivity: Quality of performance and contribution to discussions and assignments.
2) Learning Attitude: Help in creating learning conditions that are enjoyable, stimulating, and productive (positive working relationships with others).
3) Guidelines for evaluation of productivity and attitude:
   A. Initiative, self-reliance, curiosity, originality.
   B. Planning, follow-through, flexibility, punctuality.
   C. Judgment, sensitivity, cooperation.
   D. Accuracy, clarity.
   E. Leadership in discussions.
4) Grade Characteristics:
   A = Frequent AND meaningful discussion contributions, obviously well-read and prepared.
   B = Good contribution to discussion, obviously well-read and prepared.
   C = Regular class attendance but no obvious effort to VOLUNTARILY participate in class.
   D = Should have stayed home!!
   F = Did!!!
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.

MOODLE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester, including:
   
   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, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

3. **Resources**, a section located on the left side, provides links to items you will want to use often in the semester.

EDUCATIONAL ASSUMPTIONS

The Christian faith rests on the personal self-revelation of God in Jesus Christ. Therefore, the philosophy of education at Asbury begins with the Christian faith, which centers in God, as revealed in the person of the Lord Jesus Christ and as witnessed in the Holy Scriptures by the Holy Spirit.

Asbury Seminary, founded upon and committed to a vital evangelical Christian faith, finds its roots in the Wesleyan-Arminian theological
tradition, which is summarized in the Articles of Incorporation and in the Statement of Faith. The trustees, officers of administration and faculty members are committed to a style of education in which this faith will permeate all the work and instruction of the Seminary. The theological, ethical and social commitments of the Seminary provide the foundation for its instruction and life. The institution purposes to assist students to grow intellectually, emotionally, physically and spiritually in their lifetime quest of becoming and doing all that God intends.

In general, a theological seminary is an institution of higher learning composed of scholarly teachers, leaders and students dedicated to truth. In the search for truth, the faculty at Asbury Seminary affirms the following guidelines: Scripture, reason, experience and tradition. Learning and growth take place in an atmosphere of love, caring, faith and obedience to God. In this sense, the seminary is the Church at work in the education of its clergy and leaders. The theological seminary serves the same Lord as other parts of the Church, and it makes the same general commitments as any other part of the Body of Christ. The theological seminary, however, seeks to make its central contributions in keeping with its character as an educational institution.

While Asbury Seminary stands within the Wesleyan tradition and holds to a clearly defined statement of faith, the faculty is committed to academic freedom. Central to all academic work at the Seminary are two commitments: the first to Jesus Christ as sovereign Lord and the second to the pursuit of truth as a corporate and personal vocation. Faculty members and students are encouraged to carry on research, lecturing and publishing that reflect a growing knowledge of God and a widening awareness of truth. The faculty members are committed to the objective study and discussion of all theological opinions, and the Seminary regards liberty of conscience as an important dimension of theological and personal integrity.

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**SCHEDULE**

*(NOTE: DO THE READINGS IN THE ORDER LISTED)*

**Week 1—Feb. 9-14:**

**Topics:** ANTHROPOLOGY AND THE STUDY OF RACE AND ETHNICITY; ETHNICITY, CULTURE, AND ETHNOCENTRISM

**Reading:** Scupin Chapters 1, 4, & 5; Priest and Nieves (PN) Chapters 4 & 5.

**Activity:** Moodle group discussion.
- Leader “A” will lead the discussion on Scupin Chapter 1
- Leader “B” will lead the discussion on Scupin Chapter 4
- Leader “C” will lead the discussion on Scupin Chapter 5
- Leader “D” will lead the discussion on PN Chapter 4
- Leader “E” will lead the discussion on PN Chapter 5

*(Note: If there are only four in your group, Leader “A” will also lead discussion on PN Chapter 5)*

**Context:** We start off this section by learning how the discipline of American anthropology relates to the study of ethnicity and race (Scupin Chapter 1). American anthropology is divided into four fields—physical, archaeology, linguistic, and ethnology (also referred to as cultural anthropology or sociocultural anthropology)—and this chapter outlines how each relates to the study of the topic of this course.

We then explore what is meant by ethnicity, and how this relates to culture (Scupin Chapter 4). I have us jump to Chapter 4 because our categorizing individuals into different ethnic groups and racial categories is fundamentally a cultural activity. Therefore, it is important for us to have a better understanding of what is meant by culture and how this relates to the process of categorizing people. Once we understand what is meant by ethnicity and culture, we’ll then explore the issue of ethnocentrism—the belief that our culture is right, good, and better than other cultures—and how we might overcome this in order to better understand people from different racial/cultural backgrounds (Scupin Chapter 5).

The readings from the Priest and Nieves book supplement what is presented in Scupin’s chapters, coming from an explicitly evangelical Christian perspective. Jindra’s chapter (Chapter 4) discusses cultural difference (or multiculturalism) in the United States, and McNeil and Pozzi (Chapter 5) discuss the importance and need to develop multicultural competency as Christians.

After reading and discussing these chapters we should have a better understanding of the anthropological study of race and ethnicity, as well as what we mean by ethnicity and culture, and how these two concepts relate to one another.

**Week 2—Feb. 15-19**

**Topic:** “SCIENCE” AND THE DEVELOPMENT OF AMERICA’S IDEOLOGY OF RACE;

**Reading:** Scupin Chapters 2 & 3; PN Chapters 1, 6, & 7.

**Activity:** Moodle group discussion.
- Leader “A” will lead the discussion on Scupin Chapter 2
- Leader “B” will lead the discussion on Scupin Chapter 3
- Leader “C” will lead the discussion on PN Chapter 1
- Leader “D” will lead the discussion on PN Chapter 6
- Leader “E” will lead the discussion on PN Chapter 7

(Note: If there are only four in your group, Leader “B” will also lead discussion on PN Chapter 7)

Context: In this section we are concentrating much more on the concept of “race” than we did in the first section. Scupin Chapter 2 looks at how the concept of race has been dealt with within anthropology both historically and contemporaneously. The two main ways “race” has been defined within the discipline are the “typological model” and the “population model.” Scupin Chapter 3 then explores the development of the concept of race within the scientific community. This chapter helps us understand how we in the West (and in the U.S. more specifically) developed our “ideology of race” that continues to affect how we understand and rank different “races” within our society. The ideology of race will be a key concept that frames much of the conversation we have throughout the course; therefore, it is crucial that we understand how this developed in our culture, as well as how it is different in other cultures.

Again, the readings from Priest and Nieves supplement what we will have read in Scupin, bringing to the discussion an evangelical perspective on the issues. Williams Paris’ chapter (Chapter 1) relates to Scupin Chapter 3 in its discussion of how our racial categories developed, and how we as Christians should respond to this. Hiebert (Chapter 6) also deals with the development of our ideology of race. Dr. Hiebert was an “elder statesman” among Christian anthropologists, and his contribution to the study and practice of missions and ministry is invaluable. Unfortunately (for us) Dr. Hiebert went to be with the Lord last year.

Thomas and Sweeney (Chapter 7) then review the issue of race relations within American evangelical Christianity. Since this is ultimately our area of interest and concern, this chapter lays the foundation for the rest of the course.

CLASS SESSIONS—FEB. 20-21

Review your notes from the readings and reread your Moodle discussions in preparation for the class sessions

Week 3—Feb. 23-March 1

Topic: ANGLOS AND “WHITE” ETHNIC GROUPS

Reading: Scupin Chapter 6;
-Carnevale, “‘No Italian Spoken for the Duration of the War’: Language, Italian-American Identity, and Cultural Pluralism in the World War II Years” (on Moodle).

Activity: Moodle group discussion.
-Leader “A” will lead the discussion on Scupin Chapter 6
-Leader “B” will lead the discussion on the Carnevale article

Context: Scupin Chapter 6 presents information on how White Anglo Saxon Protestants (i.e., WASPs) came to dominate America’s multicultural milieu early in its history, as well as two different migration eras related to “white” ethnic groups—the “Old Immigration” of Germans and Irish, and the “New Immigration” of Italians and Polish. This chapter also begins the discussion of two different social ideologies in American society that dominate the civic discussion regarding America’s cultural diversity—assimilation and pluralism (or multiculturalism).

Carnevale’s reading then gives us an example of the experiences of one of these groups—Italians.

As the readings from this section point out, what constitutes “whiteness” has changed throughout America’s history, but it has always been advantageous to be so categorized. The shifting definition of “whiteness” reflects the fact that “race” is a cultural construct.

Week 4—March 2-8

Topic: ANGLOS, “WHITE” ETHNIC GROUPS, AND THE CHURCH


Activity: Conduct research on the church situation of one or more of the “white” ethnic groups discussed in Scupin Chapter 6.
Submit your summary and annotated bibliography on Moodle;
-Leader “C” will lead discussion on the Nuechterlein.

Context: After doing the readings and discussions from last week, you now have the context in which to explore issues related to “white” ethnic groups and the church in the U.S.

Week 5—March 9-15

Topic: AFRICAN AMERICANS AND THE IDEOLOGY OF RACE IN AMERICA

Reading: Scupin Chapter 8;
-Angelou, I Know Why the Caged Bird Sings (entire book).

Activity: Moodle group discussion.
-Leader “D” will lead the discussion on Scupin Chapter 8
-Leader “E” will lead the discussion on the Angelou book

(Note: If there are only four in your group, Leader “C” will lead discussion on Angelou’s book)

Context: Scupin Chapter 8 provides an historical review of key events and periods related to African Americans. These include
why Africans came to America in the first place (i.e., slavery), different perspectives on Africans and African American culture, the resistance to slavery, the Civil War and Reconstruction in the South, the development and impact of Jim Crow laws in the South, The “Great Migration” of African Americans from the South, the Civil Rights Movement and the rise of Black Power, the development of the underclass, and the role of family and religion in the African American community in the 21st century.

Maya Angelou’s book presents us with the first-hand experience of an African American woman who grew up in the South, moved to the Midwest, and eventually moved to the West coast. Angelou’s book has received praise and awards not only for its content (some of which is difficult to read), but also for the writing style itself.

Week 6—March 16-22

**Topic:** AFRICAN AMERICANS AND THE CHURCH

**Reading:** Priest and Nieves Chapter 9

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

-Moodle group discussion: Comment on your group members' summaries and readings.

-Leader “A” will lead discussion on PN Chapter 9

**Context:** After doing the readings and discussions from last week, you now have the context in which to explore issues related to African Americans and the church in the U.S.

Week 7—March 23-26

**Topic:** HISPANIC/LATINO AMERICANS

**Reading:** Scupin Chapter 10;


**Activity:** Prepare for class session.

**Context:** Probably no other racial/ethnic group has received as much contemporary attention as Hispanics/Latinos owing to the large number of recent immigrants that have come to the United States. It is, therefore, imperative that we try to better understand the history of this group in the U.S. in order to better comprehend the context of the current migration. Scupin Chapter 10 provides a brief historical overview of Hispanics/Latinos in the U.S. First of all, we have to understand that the terms “Hispanic” and “Latino” are very broad categories that include a wide range of different ethnic groups. The Scupin chapter discusses the histories of, and issues related to, a few of the larger Hispanic groups in the U.S., such as Mexican Americans, Puerto Ricans, Cubans, Nicaraguans, Dominicans, Salvadorans, and Guatemalans. It also presents information on more current challenges and opportunities of Hispanics/Latinos in the U.S.

Crespo’s book provides us with the first-hand experience of an evangelical Latino growing up in the U.S. Through his experience, Crespo helps us better understand not only the issues that affect Hispanics in the U.S., but also those that affect the church when it comes to this population.

**CLASS SESSIONS—MARCH 27-28**

Review your notes from the readings and reread your Moodle discussions in preparation for the class sessions

Week 8—March 30-April 5

**READING WEEK**

Week 9—April 6-9

**Topic:** ASIAN AMERICANS/ASIAN IMMIGRANTS

**Reading:** Scupin Chapter 11;
-Priest and Nieves Chapters 15 & 16.

**Activity:** Moodle group discussion.

-Leader “B” will lead the discussion on Scupin Chapter 11
-Leader “C” will lead the discussion on PN Chapter 15
-Leader “D” will lead the discussion on PN Chapter 16

**Context:** As with other populations, the Scupin chapter gives an historical overview of the immigration of different Asian populations, and their experiences in the U.S. The author breaks Asian immigration into two main periods—the “Old Immigration” which included Chinese, Japanese, Koreans, Filipinos, and south Asian Indians; and the post-1965 immigration, which included large numbers of refugees from Vietnam and other Southeast Asian countries. The rest of the chapter then focuses on these various Asian populations today.

The readings from Priest and Nieves discuss two case studies of Asian Americans and the church—Filipinos and Koreans. Through the readings in this section we’ll gain a good understanding of the history and contemporary issues facing Asian Americans, and how these affect, and get worked out in, the local church.
Week 10—April 13-19

**Topic:** RESEARCH ON ASIAN AMERICANS/ASIAN IMMIGRANTS AND THE CHURCH

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

-Moodle group discussion: Comment on your group members’ summaries and readings.

**Context:** After doing the readings and discussions from last week, you now have the context in which to explore issues related to Asian Americans and the church in the U.S.

Week 11—April 20-26

**Topic:** JEWISH AMERICANS

**Reading:** Scupin Chapter 9;


**Activity:** Moodle group discussion.

-Leader “E” will lead the discussion on Scupin Chapter 9

-Leader “A” will lead the discussion on the Kazin book

(Note: If there are only four in your group, Leader “D” will lead discussion on Scupin Chapter 9)

**Context:** The chapter in Scupin again gives us an historical overview of the immigration of Jews to the U.S., and the different “kinds” of Jews and their relationship to one another. One of the interesting questions surrounding Judaism is whether it is a religion, a “race,” an ethnic group, or all of the above. The author of Chapter 9 addresses this question as well.

Kazin’s book, once again, gives us a personal account of growing up in a Jewish enclave in New York. In most major cities in the U.S. there are such enclaves where people from different cultures/ethnic groups live together, speak their own language, eat their traditional foods, and, through businesses that cater to other members of the enclave, become economically successful in the first generation. Kazin’s book not only gives us insight into what it was like growing up as a Jewish American, but also helps us to understand the role the enclave plays in these people’s lives.

Week 12—April 27-May 3

**Topic:** CHRISTIANITY AND IMMIGRATION

**Reading:** Carroll, *Christians at the Border: Immigration, the Church, and the Bible* (entire book).

**Activity:** Moodle group discussion.

-Leader “B” will lead the discussion on the Carroll book

**Context:** A major, and controversial, issue facing the U.S. today is immigration. This is nothing new; as we’ve learned through the readings for this course there have been different times when immigration has become a key concern and led to much social and political debate. At the turn of the 20th century, for example, there was great concern about people like my Basque grandfather who were migrating to the U.S from southern and eastern Europe, and many of the arguments that are being made today to cut off the immigration of Hispanics were made against allowing these immigrants to enter the country (I’m thankful my grandfather got through J). Carroll’s book, which is hot off the press, helps us to think these issues through from an explicitly Christian perspective. You may or may not end up agreeing with his argument and conclusions, but it will give us a jumping off point to discuss this important issue.

Week 13—May 4-10

**Topic:** ISSUES RELATED TO THE MULTICULTURAL CONGREGATION

**Reading:** Emerson and Kim, “Multiracial congregations: an analysis of their development and a typology” (on Moodle)

-Priest and Nieves Chapters 17 & 18.

**Activity:** Conduct research on issues related multicultural congregations in the U.S. Submit your summary and annotated bibliography on Moodle;

-Moodle group discussion: Comment on your group members’ summaries and readings.

-Leader “C” will lead discussion on Emerson and Kim’s article.

-Leader “D” will lead discussion on PN Chapter 17.

-Leader “E” will lead discussion on PN Chapter 18.

(Note: If there are only four in your group, Leader “A” will lead discussion on PN Chapter 18)

**Context:** We end the course by examining issues related to multicultural congregations in the United States today. Most churches continue to be monocultural and ethnically/racially homogeneous. Yet the country is becoming increasingly diverse and multicultural. How do we, as the Body of Christ, reflect the great human diversity God Himself has created? Emerson and Kim’s article discusses some of the challenges related to developing and ministering in a multicultural congregation. As the title of their article indicates, they provide a typology of different ways of developing such congregations.

The readings in Priest and Nieves give us two case studies of attempts at developing interracial and multicultural congregations, and help us to understand some of the difficulties involved. The Priest and Priest chapter (17) examines how worship services and practices can vary from one culture to the next, and the impact this can have on trying to develop and maintain a multiracial/multicultural congregation. Chapter 18 deals with the important matter of power and reconciliation in a multicultural urban congregation.

Week 14—May 11-17

**Topic:** COURSE SUMMARY

**Activity:** Moodle group discussion: What are some of the key concepts/issues we’ve covered this semester, and how do they relate
to your ministry?
- Work on final project

Week 15—**FINALS WEEK**

***PAPER DUE BY 5:00 P.M. ON THE DAY OF THE FINAL***