**Course Description and Objectives:**
This course provides opportunities for students to explore and cultivate a theory and practice of ministry within the multicultural context of American society as well as within a global context, i.e., the Church around the world. This course has three major goals:

**First,** students will explore the relationship between the socio-cultural context of human beings and the educational ministry strategies of the church as they are manifested in both multicultural and cross-cultural ministry contexts:
- The influence of culture upon ourselves as ministers of the Gospel
- The cultural realities of those we teach and the implications of these for our efforts

**Second,** students will develop strategy for cultural engagement that is applicable for the educational ministry/evangelism of the church in both multicultural and cross-cultural contexts:
- The role of culture in the formation, interpretation, and application of biblical texts
- How to achieve greater levels of cultural congruence in our preaching and teaching
- How to become the men and women who are able to both appreciate the cultural diversity of God’s people and minister cross-culturally
- How to equip members of our churches for the faithful and effective life and ministry in an increasingly multicultural world

**Third,** students will develop competency in conducting a qualitative research. This will be pursued through various in-class activities, as well as through participation in a small group research project preferably in a cross-cultural setting.

**Course Texts:**

**Required:**
- James, David. *Sixteen Seasons.* William Carey Library

**Readings on CAMS**

**Recommended:**
Course Assignments:

- **Attendance and Participation (20%)**
  - Students are expected to be present for each session ready to participate/contribute, and students are responsible to keep up with all the content of the course.
  - Students should approach the course with intrinsic motivation, initiative, and prayer for fellow course participants and an attitude of openness and willingness to risk encounter and dialogue. Listen to what others are saying and graciously make your own viewpoint known, even if others do not agree. Raise questions about what others share.
  - Be ready during each class period to share from your weekly reflective journal entries. See below.
  - Note: Those who for various reasons are not accustomed to or comfortable with participating in a seminar should prepare in advance and hand in to the instructor a set of questions, issues, and/or concerns in a written format so that the instructor may introduce them at the appropriate moments during the class discussion.

- **Weekly Reflective Journal (40%)**
  - Students are to keep weekly journal entries (for Sessions 2 through 12; 11 in total) based on the assigned readings for each week. The length of each entry should be about 1 single-spaced page.
  - The journal entry should include: (1) major tenets of the readings (2) one or two salient questions arising from the readings (3) reflections on the readings biblically and theologically (4) any educational/ministerial implications; and (5) any self-reflective thoughts.
  - Students are expected to share any part(s) of their journal entry in class.
  - Email Reflective Journal Entry Part 1 (Sessions 2 through 7) by **March 21**; and Reflective Journal Entry Part 2 (Sessions 8 through 12) by **May 2** as an attachment (with the student’s – Last, then first – name on the title of the document – ex., “Kang,SteveJournalPt1.docx”, in the Microsoft Word format) to the instructor (**em657emcp@gmail.com**) by **11:59pm** on the above due dates, respectively.

- **Ethnographic Research Project (40%)**
  - Students in groups of 2 or 3 are expected to commit themselves to engaging in participation observation, including interviews, of a particular people group throughout the semester. This is the major project that will culminate in a final project presented in written form. The guidelines for the research process, including the group research proposal, final paper and presentation will be given throughout the semester. The final group research paper is due on **May 4**. Each group will email/attachment their project (with the group members’ last names –in alphabetical order on the title of the document – ex., “Kang,Messi,RonaldoEthnography.docx”, in the Microsoft Word format) to the instructor (**em657emcp@gmail.com**) by **11:59pm** on the above due date.

- **All papers should be in Turabian format.**
  - For online help, consult: [http://www.libs.uga.edu/ref/turabian.html](http://www.libs.uga.edu/ref/turabian.html)

Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Assignment Due for Class</th>
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<tbody>
<tr>
<td>February 1: Session 1</td>
<td>- Introduction &amp; Course Preparation&lt;br&gt;- The Complexity of the Study of Culture I&lt;br&gt;- Ethnographic Research Design</td>
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<tr>
<td>February 8: Session 2</td>
<td>- The Complexity of the Study of Culture II&lt;br&gt;- A Biblical Vision of Culture &amp;</td>
<td><em>A Many Colored Kingdom, Introduction, chs.1-3, 7 “A Medical Mystery Unfolds in Minnesota NYT 02 08&quot; in CAMS</em></td>
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<tr>
<td>Date</td>
<td>Session</td>
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<td>February 15: Session 3</td>
<td>- Ministers of the Gospel &amp; Self-Reflexivity</td>
<td>“More Partners at the Table by Valdir Steuernagel Global Conversation 2010” in CAMS</td>
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<tr>
<td>February 22</td>
<td>- NO CLASS</td>
<td>READING WEEK ONE Ethnographic Data Gathering</td>
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<tr>
<td>February 29: Session 4</td>
<td>- Late- &amp; Post-Modern Conditions - A Post-Christian America &amp; the World - Data Gathering Stage in Ethnographic Research II</td>
<td>The Great Giveaway, Preface-ch.1 Who’s Afraid of Postmodernism?, Preface-ch.1 “Occupy’ protests trigger envy, ire in Generation X USA Today 12 11” in CAMS “Religion and Inequality Go Hand CT 10 11” in CAMS</td>
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<tr>
<td>March 7: Session 5</td>
<td>- A Christian Appraisal of Postmodernity</td>
<td>Who’s Afraid of Postmodernism?, chs.2-4 “Asking the Beautiful Question Reading the Bible through the eyes of outsiders Global Conversation 2010” in CAMS</td>
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<td>March 14: Session 6</td>
<td>- Ethnographic data Gathering &amp; Reduction - W.I.F.E. of the Church in a Post-Christian World I</td>
<td>The Great Giveaway, chs. 4-5, 8</td>
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<tr>
<td>March 21: Session 7</td>
<td>- W.I.F.E. of the Church in a Post-Christian World II</td>
<td>The Great Giveaway, chs. 2-3, 6-7, Conclusion “The Politics of the People of God Darrell Bock CT 09 05” in CAMS Reflective Journal Entry Part 1 Due</td>
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<tr>
<td>March 28</td>
<td>NO CLASS</td>
<td>READING WEEK TWO Ethnographic Data Gathering &amp; Reduction</td>
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<tr>
<td>April 4: Session 8</td>
<td>- Making sense of Ethnographic Research Data - Cultural Enfolding as Educational Ministry of the Church</td>
<td>A Many Colored Kingdom, chs. 4 &amp; 6 “U.S. wealth gap between young and old is widest Ever USA Today &amp; NPR 11 11” in CAMS</td>
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<tr>
<td>April 11: Session 9</td>
<td>- Cultural Authenticity as Educational Ministry of the Church</td>
<td>A Many Colored Kingdom, chs.5 &amp; 8 Recommended Reading: Divided by Faith “Experiencing Life at the Margins CT 07 06” in CAMS “Slavery Long Effects on Africa BBC 03 07” in CAMS “White identity Privilege Colorblind” in CAMS</td>
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<tr>
<td>April 18: Session 10</td>
<td>- Cultural Engagement as Educational Ministry of the Church</td>
<td>Recommended Reading: Culture Making “An Ally for Arlington Covenant Companion October 2011” in CAMS “To Serve Is to Suffer by Ajith Fernando Global Conversation 2010” in CAMS “What We Can Learn From the Dutch About Teen Sex TIME 09 10 &amp; 11 11” in CAMS</td>
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<tr>
<td>April 25: Session 11</td>
<td>- Ethnographic Research Presentations I</td>
<td>A Many Colored Kingdom, Conclusion Who’s Afraid of Postmodernism?, ch.5 “Four Ways Christians Can Influence the World Stott CT 10 11” in CAMS Reflective Journal Entry Part 2 Due</td>
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<tr>
<td>May 2: Session 12</td>
<td>- Ethnographic Research Presentations II - Closure</td>
<td>Ethnography Due</td>
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</tbody>
</table>
Bibliography


Jones, Preston, ed. *Is Belief in God Good, Bad or Irrelevant?: A Professor and a Punk Rocker Discuss Science, Religion, Naturalism and Christianity.* Downers Grove: IVP, 2006.


Lui, Meizhu, Barbara Robles, Betsy Leondar-Wright, Rose Brewer, and Rebecca Adamson. *The Color of Wealth:


