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. 9780878084739

Articles on CAMS

Recommended:
Course Assignments:

- **Attendance and Participation (10%)**
  - 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 20 Wednesday**; and Reflective Journal Entry Part 2 (Sessions 8 through 12) by **May 1 Wednesday** as an attachment (with the student’s – ‘Last, then first’ – name on the title of the document – ex., “Kang,SteveJournalPt1.pdf”, in the pdf format – no exception) to the instructor (**em657emcp@gmail.com**) by **11:59pm** on the above due dates, respectively.

- **Ethnographic Research Project (50%)**
  - 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 2 Thursday**. 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.pdf”, in the pdf format – no exception) to the instructor (**em657emcp@gmail.com**) by **11:59pm** on the above due date. All the research artifacts should be dropped off by the instructor’s office by 9AM on May 3 Friday.

  - 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>January 30:</td>
<td>- Introduction &amp; Course Preparation</td>
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<tr>
<td>Session 1</td>
<td>- The Complexity of the Study of Culture I</td>
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<td></td>
<td>- Ethnographic Research Design</td>
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<td>February 6:</td>
<td>- The Complexity of the Study of Culture II</td>
<td>- *A Many Colored Kingdom, Introduction, chs.1-3, 7</td>
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<td>Session 2</td>
<td>- A Biblical Vision of Culture &amp; Educational</td>
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<td>February 13:</td>
<td>Session 3 - Ministry&lt;br&gt;- Data Gathering Stage in Ethnographic Research I&lt;br&gt;- Ministers of the Gospel &amp; Self-Reflexivity&lt;br&gt;- Sixteen Seasons</td>
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<td>February 18:</td>
<td>NO CLASS - READING WEEK 1&lt;br&gt;- The Great Giveaway, Preface-ch.1&lt;br&gt;- To Change the World, Essay I</td>
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<td>February 27:</td>
<td>Session 4 - Late- &amp; Post-Modern Conditions&lt;br&gt;- A Post-Christian America &amp; the World&lt;br&gt;- Data Gathering Stage in Ethnographic Research II&lt;br&gt;- To Change the World, Essay II</td>
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<td>March 6:</td>
<td>Session 5 - Ethnographic data Gathering &amp; Reduction&lt;br&gt;- W.I.F.E. of the Church in a Post-Christian World I&lt;br&gt;- The Great Giveaway, chs. 4-5, 8</td>
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<td>March 13:</td>
<td>Session 6 - W.I.F.E. of the Church in a Post-Christian World II&lt;br&gt;- The Great Giveaway, chs. 2-3, 6-7, Conclusion</td>
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<td>March 20:</td>
<td>Session 7 - W.I.F.E. of the Church in a Post-Christian World II&lt;br&gt;- The Great Giveaway, chs. 4 &amp; 6</td>
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<td>March 27:</td>
<td>NO CLASS - READING WEEK 2&lt;br&gt;- Ethnographic Data Gathering &amp; Reduction&lt;br&gt;- A Many Colored Kingdom, chs. 4 &amp; 6</td>
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<td>April 3:</td>
<td>Session 8 - Making sense of Ethnographic Research Data&lt;br&gt;- Cultural Enfolding as Educational Ministry of the Church&lt;br&gt;- A Many Colored Kingdom, chs. 5 &amp; 8</td>
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<td>April 10:</td>
<td>Session 9 - Cultural Authenticity as Educational Ministry of the Church&lt;br&gt;- To Change the World, Essay III</td>
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<td>April 17:</td>
<td>Session 10 - Cultural Engagement as Educational Ministry of the Church</td>
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<td>April 24:</td>
<td>Session 11 - Ethnographic Research Presentations I&lt;br&gt;- &quot;An Ally for Arlington Covenant Companion October 2011&quot; in CAMS</td>
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<td>May 1:</td>
<td>Session 12 - Ethnographic Research Presentations II&lt;br&gt;- Closure&lt;br&gt;- A Many Colored Kingdom, Conclusion</td>
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<td>May 2 Thursday</td>
<td>Reflective Journal Entry Part 2 Due&lt;br&gt;Ethnography Due</td>
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**Bibliography**


De Young, Curtiss, Michael Emerson, George Yancey, and Karen Chai Kim. *United By Faith: The Multicultural*
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.


