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 teachers
- 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:

Course Assignments:
• Attendance and Participation (10%)

• Integrative Essay Examination Exercise (25%)
  Students will take an active and participatory essay examination experience by: (1) submitting four significant essay questions (one from each course text); (2) studying a list of edited essay questions with classmates; and (3) individually writing the essay examination in class.

• Sociocultural Exegesis & Engagement Curriculum Designing (25%)
  The student is to design a four-week teaching-learning experience for a group of Christian adults to promote a biblically-theologically reflexive sociocultural exegesis & engagement by: (1) Deciding three salient sociocultural themes and researching those themes by collecting & reading pertinent articles from various periodicals (print & online) throughout the semester; (2) Conceptualizing a cohesive framework for the four-week sessions using The Curriculum Framework & Series Planner; (3) Preparing a complete lesson plan for a one-hour session using the Lesson Planner – A Flowchart on the last page of this syllabus.
• **Ethnographic Research Project (40%)**
  Students in groups of 3 or 4 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 this final paper and presentation will be given at a later date.

- **Late papers will be docked a letter grade for each day they are late. No exceptions.**
- Be aware that, due to the limited amount of space allotted for each assignment, the instructor expects a density of content and thought not usually found within papers
- **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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</thead>
<tbody>
<tr>
<td>January 27 &amp; 29</td>
<td>- Introduction &amp; Course Preparation</td>
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<td></td>
<td>- The Complexity of the Study of Culture</td>
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<td>- Ethnographic Research Design</td>
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<td>February 3 &amp; 5</td>
<td>- Data Gathering Stage in Ethnographic Research</td>
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<td></td>
<td>- A Biblical Vision of Culture and Christian Formational Education</td>
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<tr>
<td>February 10 &amp; 12</td>
<td>- The (Late-) Modern Challenges in American Evangelicalism</td>
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<tr>
<td>February 17 &amp; 19</td>
<td><strong>NO CLASS</strong></td>
<td><strong>READING WEEK ONE</strong></td>
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<tr>
<td>February 24 &amp; 26</td>
<td>- Issues &amp; History of Race Relations in America</td>
<td><strong>Divided by Faith</strong></td>
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<tr>
<td>March 3 &amp; 5</td>
<td>- Church the Prospect of Race Relations in America</td>
<td><strong>A Many Colored Kingdom, chs. 1-2</strong></td>
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<tr>
<td>March 10 &amp; 12</td>
<td>- A Post-Christian America, Reflexivity &amp; the Future of the Church in America I</td>
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<tr>
<td>March 17 &amp; 19</td>
<td>- A Post-Christian America, Reflexivity &amp; the Future of the Church in America II</td>
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<tr>
<td>March 24 &amp; 26</td>
<td><strong>NO CLASS</strong></td>
<td><strong>READING WEEK TWO</strong></td>
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<td>March 31 &amp; April 2</td>
<td>- Making sense of Ethnographic Research</td>
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<td>- Cultural Enfolding as Educational Ministry</td>
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<td>April 7 &amp; 9</td>
<td>- Research Presentations</td>
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<tr>
<td>April 14 &amp; 16</td>
<td>- Cultural Engagement as Educational Ministry</td>
<td><strong>4/16 R Cultural Engagement Curriculum Designing</strong></td>
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<tr>
<td>April 27 Mon</td>
<td><strong>All work due 4pm</strong></td>
<td><strong>Ethnography Due</strong></td>
</tr>
</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.


Maynard-Reid, Pedrito. *Diverse Worship: African-American, Caribbean & Hispanic Perspectives*. Downers Grove:


### Title of the Project:

**Part I: Descriptions of the Series**

| The group of people: ________________________ | a. their characteristics – individual beliefs about the subject matter of the teaching-learning experience; their socio-economic and any other salient information about the group (1 paragraph) |
| | b. the characteristics of the group’s bigger umbrella organization – especially regarding the subject matter (1 paragraph) |
| | c. the characteristics of the culture/society where they live – especially regarding the subject matter (1 paragraph) |

| Summary: Why is the topic important & timely for them? How would you be able to evaluate? | (1 paragraph) |

| In light of the teaching-learning experience together, what do you want them to: | a. Learn about the character of God? |
| | b. Grow (alter & modify) in their relationship with God in? (1 paragraph) |
| | c. Learn about who they are & who they can become? |
| | d. Experience as a group (feelings, attitudes, etc.)? |
| | e. Live their lives differently as individuals, as a group, and in relations with “others” (whoever that may be in light of the subject matter)? (2 paragraphs) |

| Summary of the four teaching-learning sessions and/or experiences (consider including: 1. Reflection on their present (non)action, situation & belief on the subject matter; 2. What God wants us to become & do; 3. Praxis; & 4. Reflection/Commitment/Patterns for future growth/Integration into their lives. [Orders are interchangeable depending on the subject matter & what you want to accomplish] | a. 1st session and/or experience (1 paragraph) |
| | b. 2nd session and/or experience (1 paragraph) |
| | c. 3rd session and/or experience (1 paragraph) |
| | d. 4th session and/or experience (1 paragraph) |

Describe the sequence of the series (1 paragraph)

| What kind of atmosphere do you need to set for the series/sessions? | (1 paragraph) |

### Part II: Detailed Plan for One Session and/or Experience

| Part – each segment | Rationale |
| | a. | |
| | b. | |
| | c. | |
| | d. | |
| Etc. | |

#### A. Examples: The flow of a session &/or experience

**Example A:**

- a. Silence
- b. Remembering
- c. Ritual Mourning
- d. Artistry
- e. Birthing

**Example B:**

- a. Investigation
- b. Thematization

**Example C:**

- a. Naming present action/situation
- b. The participants’ stories & visions
- c. God’s Story & Vision
- d. Dialectical hermeneutic between the Story & participants’ stories
- e. Dialectical hermeneutic between the Vision & participants’ visions

Any other…
B. When planning a session/experience, be sure to interact with:
- 7 levels/ways of understanding
- Pertinent excerpts from the course texts and other literature – quotes & citations in the rationale section and/or for the actual part of the session, if you are using them
- Active, yet intentional teaching-learning methodologies
- Attach any salient articles as an appendix
- Bibliography (at least 15 works)
- Pertinent websites (at least 3 sites)

| Can explain | Provide adequate facts of a phenomenon (ideas & events) academically and biblically | Why is that so? / What explains such events? / What accounts for such an effect? / To what is it connected? / How does it work? / What is implied? | Informed brainstorming, Information search, Presentation, Literature review, Summarizing, Test, Essay, Biblical rendering, Inductive study, Poem writing – acrostics, Haiku |
| Can interpret | Offer apt translations - revealing historical and/or personal dimension to the phenomenon | What does it mean? / Why does it matter? / What does it illustrate or illuminate? / Make them personal | Problem exploration, evaluation, Art, Media, Theological reflection & evaluation, Contextual evaluation, Mime, Use of analogy, Debate |
| Can apply | Effectively use and adapt what s/he learned about the phenomenon in different contexts | How & where can I use this knowledge, skill, or process? / In what ways do people apply this understanding? / How should my thinking/action be modified based on understanding? | Idea generation, Problem solving, Action plan, Group project, Formulating advance organizers for future teaching |
| Have perspective | See points of view through a critical eye the big picture and theologically | From whose vantage point? / What is assumed that needs to be considered? / Is it reasonable? / Strengths and weaknesses of the idea? / Any limitations? / So what? | Case Study, Simulation, Visualization, Appreciating different perspectives, Hypothesis |
| Can empathize | Interact gracefully and perceive sensitively with the Other – different and unfamiliar views | What do they see that I don’t? / What do I need to experience if I am to understand? | Group discussion, Listening to stories, Generating a case, Drama, Interview, Survey, Field trip, Role play, Shadowing, Testimonials |
| Have self-knowledge | Become aware of one’s own limitations, habits, prejudices, assumptions that shape or impede understanding and obedience | How does who I am shape my views? / What are my blind spots? / What am I prone to misunderstand because of prejudice, habit, style, or sin? | Autobiography, Journaling, Goal setting, self-analysis on learning experience |
| Can obey | Reflectively and routinely practice what one has acquired and invite others to the same obedience | Why do I want to quit obeying? / How do I give over my impure motives? / How can I cultivate a sustainable habit? / How can I bring others to the same obedience? | Learning contract, Praxis, Apprenticeship |