LEE ONLINE

SYLLABUS

CHMN-320: Introduction to Multicultural Ministry

Date: 08/19/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is premised upon the understanding that multicultural ministry is normative for the mission of the Church. Consequently, the course provides students with an appreciation for ministry from culturally diverse perspectives. Students are apprised of the basic tools required for integrating pastoral and theological skills in multicultural contexts.

Required Text(s) and/or Supporting Resources:

Required Text:
Hiebert, Paul G., and Eloise Hiebert Menses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids: Baker Books, 1995. ISBN: 9780801020094.
Lingenfelter, Sherwood and Marvin K. Mayers. *Ministering Cross-Culturally: A Model for Effective Personal Relationships*. Grand Rapids, Michigan: Baker Academic, 2016. ISBN: 9780801097478.
O'Neal, Sean S. *Bridges to People: Communicating Jesus To People And Growing Missional Churches In A Multi-Ethnic World.* Orlando: Xulon Press, 2007. ISBN: 9781602662681.

Additional Supporting Resources::
Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

CHMN-150

Course Goals and Learning Outcomes:

This course is designed to awaken the student to the reality of the society in which we all live today being culturally diverse. In this culturally diverse environment it is possible to be effective in doing multicultural (multi-ethnic / cross-cultural) ministry. Your work in this course will include reading, discussion, and projects designed to equip you to think differently in regard to yourself and others in your journey to build relationships with people and share the gospel with them. The objective of this course is to expose students to principles and practices of effective ministry in an intercultural setting that are relevant and sensitive to the context of a variety of cultures and to be able to effectively minister within these contexts.

General Learning Objectives (*Course Goals*):
This course seeks to:
1. Develop theological understanding of ministry among culturally diverse communities.

2. Develop students' life skills for building relationships from her or his indigenous cultural ethnicity identity and worldview to people from other cultural ethnic identities and worldviews.
3. Provide an overview of concepts, ideas, and major approaches to accomplish effective ministry among culturally diverse populations (multicultural/cross-cultural/multi-ethnic ministry).
4. Identify and discuss core values and key concepts of understanding people, their culture and worldview.
5. Define and differentiate overt racism, systemic racism, ethnocentrism, and sexism.
6. Explore the challenges and implications of accomplishing ministry among ethnic/culture groups, including the development of multi-ethnic worship services, first generation, and second generation worship experiences and understanding the process of assimilation into the prevailing cultural atmosphere of a country, region, or area.
7. Develop the knowledge base from which to discuss the role and significance of communication in accomplishing intercultural ministry
8. Develop cross-cultural communication skills through developing the understanding of communication and contextualization.

Specific Behavioral Objectives (*Learning Outcomes*):
As a result of the activities and study in this course, the student should be able to:
1. Articulate a theological understanding of citizenship in the kingdom of God and a theology of multicultural ministry.
2. The student will comprehend and articulate the meaning of terminology specifically related to the study of people groups, migration, immigration, and citizenship.
3. Develop and be able to articulate an understanding her or his view of citizenship as well as a kingdom view of citizenship (based upon scripture).
4. The student will be able to articulate her or his personal story (journey) within the greater context of society giving specific attention to the influence of culture in their formation as an individual.
5. Clearly understand and have the ability to communicate the difference between ethnocentrism, systemic racism, overt racism and sexism. This understanding will encompass the exploration and examination of the realities of overt racism, systemic racism, ethnocentrism and sexism in regard to the church in North America and globally.
6. The student will have the ability to identify racial and ethnocentric challenges a ministry (church) exhibits and develop strategic and intentional steps the church or organization can take to accomplish effective reconciliation and healthy community growth.
7. Comprehend and gain the skills to communicate the gospel message with meaning specifically through exploring the *Three Culture Model of Missionary Communication* (developed by Eugene Nida), ethnographic research concepts and contextualization understanding.
8. Demonstrate knowledge and understanding of her or his ability to study culture, and people groups, recognize these groups within a community and develop communication and relationship with members of a group with the goal of accomplishing effective ministry among the group(s).
9. Demonstrate understanding of how to accomplish effective ministry among diverse culture/ethnic groups within and through local church ministry including the concept of building bridges of relationship between people.

Major Topics:

A. Culture
B. Racism
C. Ethnocentrism
D. Migration, immigration, citizenship and assimilation
E. Contextualization
F. Racial reconciliation
G. Intentionality
H. Worldview
I. The power of story
J. Folk religion
K. Eugene Nida's *"Three Culture Model of Missionary Communication"*
L. Cross-cultural perspective
M. Mono-cultural perspective
N. Multi-ethnic ministry
O. Multi-cultural ministry
P. Cross-cultural ministry
Q. Generational perspective
R. Cross-cultural relationship development
S. Theology of multicultural ministry

Course Assessments:

A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor. There are 7 threaded discussions throughout this course.
C. **Unit Assignments**. There are 4 reflection/review question assignments to be submitted throughout the course.
D. **Course Project (Interview/Paper).** The Cross-Cultural Interview Paper is designed to provide an opportunity and experience to intentionally engage a person from another culture. This interview will guide the student to the understanding that each person has a "story." This is a practical field experience exercise that will be documented by the student in a 3 page double-spaced paper. The student will reflect the story, and worldview of the person interviewed including his/her origin, ancestry, personal formation, religious, ethnic, cultural and life development. This paper will be due by the end of Unit 4.
E. **Course Project (Ministry Project).** The student will do a Multi-ethnic, Cross-cultural Ministry Project. The object of this project is to develop a strategic plan for accomplishing effective ministry among a culture/ethnic people group who is different than her or his culture/ethnic people group. This project must be written in a clear and well laid out paper 8 pages in

length and include additional supporting resources (power-point presentation relevant to the project). This assignment is due by the end of Unit 7.

F. **Exam.** The final exam is comprehensive and will cover all areas of the course work integrating course reading, lecture notes, observations course discussions and unit assignments. The best way to prepare for the exam is to pay close attention to the "Learning Objectives" and "Key Words, Persons, and Ideas" sections identified at the end of each lesson. While these sections are not meant to be exhaustive and test questions can come from material not specified in these sections, they provide a reliable guide that helps ensure students are grasping the main points.

Evaluation:

A. Threaded Discussions   350
B. Unit Assignments   200
C. Course Projects   250
D. Exam   200

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:
A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.
Unit and Time Distribution:
The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:
At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.
Academic Honesty Policy/Information:
Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include: - Submitting work for academic evaluation that is not the your own.   - Receiving assistance from another person during an examination.   - Using prepared notes or materials during an examination.

- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
b. paraphrasing all or part of another person's words without documentation.
c. stating an idea, theory, or formula as your own when it actually originated with another person.
d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)

- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or

email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

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