

Dr. Terrance Woodson
twoodson@dts.edu
214-887-5371
Dallas Theological Seminary

WM5325A
Ministry in Multicultural America / 2 hrs
9/25, 9/26, 10/23, 10/24
Fri 6-9pm, Sat 8am-5pm

MINISTRY IN MULTICULTURAL AMERICA SYLLABUS

I. COURSE DESCRIPTION

A seminar-style study of the cultural, historical and religious characteristics of ministry in diverse American contexts and of the implications for ministry created by these characteristics. *2 hours*

II. EXPANDED COURSE DESCRIPTION

Almost every community in North America is more culturally diverse than ever before. This course will help you understand the kaleidoscopic nature of our continent and prepare you to lead others in ministry to the modern North American community by providing biblical perspectives and effective models of multicultural outreach.

This course is intended to expose students to the fact that North America, and the U.S. in particular, is undergoing significant cultural and ethnic diversification that challenges the body of Christ and provides it with remarkable new possibilities for ministry. North America has always been a cultural mosaic, first of indigenous Indian peoples and with the coming of Europeans, Africans also As nations, In the United States and Canada, the majority population came to be Anglo-European. In the final 45 years of the Twentieth Century, both the U.S. and Canada became vastly more diversified when changes in immigration policy opened these countries to all peoples of the world without regard to national origins.

The kaleidoscopic change in the country's ethnic and cultural make-up is not a threat but an opportunity for expanded evangelistic and pastoral work. The situation calls for ministries and churches that can effectively reach out and enfold very diverse peoples. It calls for the application of the Great Commission to "all peoples" who now live *among* us rather than overseas.

A community has not been fully ministered to until all its members have had an opportunity for loving contact with Christians and the gospel. But even Christians sometimes view the increasing cultural diversity in their communities as a threat.

This course equips the pastor or Christian worker to lead a congregation in understanding and appreciating the background of current trends, the nature of diverse ethnic groups in North America, and to encounter dynamic models of multicultural and ethnic ministries This course is ideal for those who want to be ready to deal positively and proactively with what North America is becoming.

III. COURSE OBJECTIVES

A. Cognitive Objectives

- Students will be aware of the history and forces driving immigration to America.
- Students will understand biblical values in intercultural Christian life and work.
- Students will become aware of effective multicultural ministries.

B. Behavioral Objectives

- Students will formulate strategies for multicultural ministry and preparing believers for change.
- Students will be better able to lead ethnic congregations in coping with the challenges peculiar to their churches, especially concerning first-generation believers while building effective outreach to second and third generation ethnics.

C. Affective Objectives

- Students will be challenged to embrace "the foreigner in our midst" (I Kings 8:41).
- Students will become more confident in coping with the multicultural reality of ministry today.

IV. COURSE TEXTBOOKS

A. Required

Deymaz, Mark. *Building a Healthy Multi-Ethnic Church: Mandate, Commitments and Practices of a Diverse Congregation*. San Francisco: Jossey-Bass, 2009.

Pocock, Michael, and Joseph Henriques. *Cultural Change and Your Church: Helping Your Church Thrive in a Diverse Society*. Eugene OR: Wipf & Stock, 2007. (focus on intercultural ministry)

B. Suggested

Carroll, Daniel. *Christians at the Border: Immigration, the Church and the Bible*. Grand Rapids: Baker Academic, 2008.

Diakanwa, Daniel. *Global Ministry in a Global Society- A Comprehensive Multicultural Approach to an Emerging Global Society*. E-Book Time LLC, 2007

Livermore, David A. *Cultural Intelligence: Improving your CQ to Engage our Multicultural World*. Grand Rapids: Baker Academic, 2009. (**Note:** A significant amount of required reading comes from this text.)

C. Other

Dugas, Jaqueline, et. al. *Transforming Our Nation: Empowering the Canadian Church for a Greater Harvest*. Richmond, BC: Church Leadership Library, 1998.

V. COURSE REQUIREMENTS

See VIII. Course Assignment Schedule for due dates for all assignments.

D. Reading Assignments

1. Each student will read the two required texts as specified in the Assignment Schedule (Deymaz and Pocock/Henriques). Students are required to complete the readings for each weekend prior to the date they are due. This is to enhance the discussion and learning environment.
2. Each student will read an additional 400 pages (beyond the required texts) from any part of the WM325 bibliography or other books/journals that are clearly related to this course.

A **Reading Report** is due at the end of the semester on the date indicated. List the following information for each item: a) author's full name; b) publication title; c) date you completed the reading; and d) number of pages you read.

E. Written Assignments

1. **My Community of Ministry:** Each student will write a **one-page description** of the community where you minister or will minister, explaining how it constitutes a multi-cultural challenge for ministry and your own concerns about your ability to meet the need or lead others in doing so.
2. **Reviews of Required Texts:** Each student will write a **two-page review** of each of the two required texts – Pocock/Henriques and Deymaz. Focus your commentary on evaluation and significance for you, rather than on summary.
3. **Church Visit Reports:** Students will visit two single-ethnicity or multicultural churches in your area. A **two-page report** will be handed in for each visit. *The first visit must be completed before the first day of class. The second visit can occur after the last day of class.*
4. **Multicultural Strategy:** Each student will prepare an **8-10 page strategic plan (double-spaced)** for a local congregation or for a denomination/fellowship/mission to educate and equip believers for ministry in a particular multicultural or particular ethnic setting. The plan should include the tools you will use and the ways you will bring existing church members into positive interaction

with peoples of diverse culture and religion. Alternatively, the student may propose a plan for the establishment of a ministry in an ethnically-diverse setting. Include a demographic survey of the proposed community, a historical description, methodology to be used, as well as short-term, intermediate, and long-term goals. Consult the professor about any other approach you would like to take.

VI. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

Target Community Description	5%	Two Church Visit Reports	20%
Review of Deymaz	15%	Reading and Class Participation	10%
Review of Pocock/Henriques	15%	Multicultural Strategy	35%

B. Class Participation

The course follows the lecture/discussion method, therefore, students will be expected to attend and participate in class sessions. Regarding the use of electronic equipment in the classroom, please note the following statement on electronics etiquette from the *DTS Student Handbook*: “Students should refrain from using cell phones, laptop computers, or other devices in a manner that distracts others in the class. Playing games, browsing the Internet, using e-mail, instant messaging, or text messaging, etc., are considered unacceptable when class is in session. Unless permitted by the professor, students should turn off all electronic devices during tests and quizzes” (*DTS Student Handbook* Section 1.14.1. www.dts.edu/students/studenthandbook).

C. Late Assignments

Assignments received after the due date will be penalized by subtracting two numerical points from grade for every one day late (including weekend days). Additional time beyond the end of the semester may be granted only by the Credits Committee (*DTS Student Handbook*, 1.20). Refer to the *DTS Student Handbook* for additional policies.

D. Absences

“The number of permitted absences from each fifty-minute session (i.e., one-class hour) is equal to twice the credit hours of the course. Each unexcused absence in excess of this prescribed limit will cause a reduction in the final grade according to the guidelines stated in *DTS Student Handbook*, 1.14.1. A student who is auditing must attend 75% of class lectures if he wants the course to be listed on his DTS transcript (*DTS Student Handbook*).

E. Plagiarism

“... Turnitin.com, defines plagiarism as ‘the use of another’s original words or ideas as though they were your own. Any time you borrow [copy] from an original source and do not give proper credit [attribution], you have committed plagiarism...’ (http://turnitin.com/research_site/e_faqs_text). Plagiarism is academically dishonest and contrary to biblical standards of integrity. Any course work involving dishonest academic practices will be graded as zero without any resubmission permitted. In each case, the Office of the Dean of Students will be notified” (*DTS Student Handbook* 1.17.1).

F. WMIS Assignment Submission Procedures

Students should submit all completed assignments in person to the professor during class meetings unless instructed otherwise. No assignments will be accepted through e-mail, fax or mail except in circumstances that are pre-approved by the professor. Each student will include his/her name, campus mail box number, course number and name, and assignment title on the cover page or first page of each assignment.

G. Letter/Numerical Grade Scale

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

VII. COURSE SUPPLEMENTAL INFORMATION

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VIII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Dates	Lecture Topics	Reading & Assignments Due on That Date
Sept 25 PM	Introduction: Professor's and students' backgrounds, concerns, and goals. Course organization. Video Clip, "Joy Luck Club" / Feather Parable	
Sept 25 PM	<i>The Roots of Multicultural America:</i> The Roots of Our Multicultural Reality (1500-1965)	Read: <i>Cultural Change...</i> , ch. 1 and 3 DUE: Target Community Description
Sept 25 PM	The Present Reality (1965-2010)	Read: Mandes, "Thinking Theologically About Immigration," <i>Kindred Spirit</i> . Read: Pocock, "Good Migrations? Q&A with Dr. Michael Pocock," <i>Kindred Spirit</i> .
Sept 25 PM	Multiculturalism: A Threat?	Read: <i>Cultural Change</i> , ch. 2
Sept 25 PM	Multicultural Mosaic: An Opportunity?	Read: Pocock, Immigration Forum Manuscript and Q&A
Sept 25 PM	Ethnic America Network Video Fieldtrip to Dallas Life Homeless Shelter/Dallas Museum of Art/Dallas Holocaust Museum	
Sept 25 PM	Asian Presence in America: Roots and Present Situation.	Read: Lee, "Silent Exodus," <i>Christianity Today</i> . Read: Delgado, "A Question of Honor" <i>DM News</i> . See Powerpoint titled, "Asians in America"
Sept 25 PM	Case Study: Asian Culture	
Sept 26 AM	<i>The Response to Multicultural Reality:</i> The Nature and Basis of Concern about Growing Diversity: Forming a Balanced View	Read: <i>Cultural Change</i> , ch. 5 Read: Young, "A Crossing to Bear," <i>DM News</i>
Sept 26 AM	Case Study: Hispanic Baptist Church. Speaker: TBD	Read: <i>Cultural Change</i> , ch. 4. DUE: Review of <i>Cultural Change</i> by Pocock/Henriques. (Before writing review, work ahead and read ch. 9, which is assigned reading for a date later in the semester.)
Sept 26 AM	<i>Revelation and Multicultural Reality:</i> Intercultural Contact and Consideration in Israel: from Polytheism to Xenophobia in Israel New Testament Concepts for Intercul. Ministry	Read: DeYoung, "All Churches Should Be Multiracial: The Biblical Base," <i>Christianity Today</i>
Sept 26 PM	New Testament Concepts ... (cont'd)	DUE: Church visit #1 report.
Sept 26 PM	The Background of Black Experience in America: Case Study of African American Culture	Read: M.L. King, "Letter to Pastors from the Birmingham City Jail"
Sept 26 PM	Understanding Current Black Concerns: The Community at Large and the Black Evangelical Agenda	Read: George Yancey, <i>Beyond Black and White</i> , ch. 5, p. 31-34

Sept 26 PM	Video: International Students Incorporated Fieldtrip to Seofield Memorial/Dallas African American Museum in Fair Park	Read: Derrah Jackson, "International Students."
Sept 26 PM	Biblical Evaluation of the Homogeneous Principle for Ministry	
Sept 26 PM	Case Study: Multicultural Ministry Teams—Maximizing Positive Relationships	
Oct 23 PM	Reflection on Implications of Multiculturalism: First- and Second-Generation Issues in Ethnic/Immigrant Churches	Review Lee, "Silent Exodus," <i>Christianity Today</i> DUE: Review of <i>Building a Healthy Multi-cultural Church</i> by Deymaz
Oct 23 PM	Implications of Multicultural Reality for Theological Training: A Roman Catholic Model. Chicago Divinity School. College of Biblical Studies in Houston.	
Oct 23 PM	Implications: The Southern Baptist Strategy.	Read: Gilbreath/Galli: "Harder Than Anyone Can Imagine," <i>Christianity Today</i>
Oct 23 PM	Case Study: New Life Community Church, Chicago IL – video and sermons clips	Read: <i>Cultural Change...</i> , ch. 9 Explore New Life website, www.newlifechicago.org
Oct 23 PM	Reflection on Implications of Multiculturalism: First- and Second-Generation Issues in Ethnic/Immigrant Churches	
Oct 23 PM	Routes to Multicultural Effectiveness: Case Study: TBD	
Oct 23 PM	Case Study: Hispanic Culture	TBA
Oct 24 AM	Tools for Outreach in a Diverse Community: > TESOL – Speaker: Susan Heavener > Legal and resource assistance	Read: Moerman, "Is Multi-Cultural Ministry in Your Future?", http://efcc-pulse.blogspot.com/2007/07/is-multi-cultural-ministry-in-your.html
Oct 24 AM	Conflict Resolution in a Multicultural Ministry	
Oct 24 AM	Leaving a Community Your Church Cannot Serve: A positive vs. negative departure Turning a Church on to Multicultural Awareness and Ministry	
Oct 24 PM	No class meeting.	DUE: Multicultural Strategic Plan DUE: Reading Report
Dec 4		DUE: Church visit report #2