

School of Theology and Ministry
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090
Fall Quarter, 2006

STMM 560- Ministry in a Multicultural Context

Hunthausen Hall, Room 100

Credits: 3

Dates: Sept 23-24; Nov 3, 4, 5, 2006

INSTRUCTOR

Flora Wilson Bridges, Ph.D.
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by advance appointment

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TEXTS & FILMS

Required Reading:

Bridges, Flora Wilson. *Resurrection Song: African-American Spirituality*. Maryknoll, NY: Orbis Books, 2001.
Campbell, Bebe Moore. *72 Hour Hold*. New York, NY: Knopf Publishing Group, 2006.
Curtis, Paul DeYoung, Michael O. Emerson, George Yancey and Karen Chai Kim, *United by Faith*. Oxford University Press, 2003.
Law, Eric. *The Bush Was Blazing But Not Consumed*. St. Louis, MO: Chalice Press, 1996.
Loewen, James W. *Lies My Teacher Told Me*. Touchstone, 1996
Phan, Peter and Diana Hayes. *Many Faces, One Church: Cultural Diversity and the American Catholic Experience*. Rowman and Littlefield Publishers, Inc., 2005.

Required Films for Home Viewing:

1) *Hustle and Flow* 2) *Crash*

Recommended Reading:

Banks, James A. and Cherry A., Editors. *Multicultural Education: Issues & Perspectives*. Hoboken, NJ: Wiley & Sons, Inc., 2003.
Comstock, Gary David. *A Whosoever Church: Welcoming Lesbians and Gay Men Into African-American Congregations*. Louisville, KY: Westminster John Knox Press, 2001.
Franzmann, Majella. *Women and Religion*. New York, NY: Oxford University Press, 2000.
Freedman, Samuel G. *Upon this Rock: The Miracles of a Black Church*. New York, NY: HarperPerennial, 1994.
West, Cornel. *Race Matters*. New York, NY: Random House, Inc.: 1993.

Course Description:

The overall goal of this course is to educate participants toward becoming more multi-culturally aware, compassionate, and effective church leaders, religious caregivers, and world citizens. Educators James A. Banks and Cherry A. McGee Banks state: “Race, ethnic, language, and class diversity is deepening in the United States. Non-Hispanic Whites made up 69.1 percent of the U.S. population in 2000. However, the U.S. Census projects that the Non-Hispanic White percentage of the nation’s population will decrease in the coming years and that racial, ethnic, cultural, and language diversity will deepen in the United States.” These demographic, social, and economic trends have serious implications for ministry in the twenty-first century. As the United States becomes increasingly diverse, the issues, problems, and opportunities related to diversity are of crucial importance to those who would become effective ministers and religious caregivers. Thus the course content is designed to enhance multicultural understanding in such a way that those from (paraphrasing the words of church historian C. Eric Lincoln) “one social cosmos [or cultural milieu] may look meaningfully at another adjust [their] presuppositions in order to reduce the risk of “[culturalcentrism].” In this process, participants will be encouraged to identify their own cultural and co-cultural lenses in order to gain an understanding of power differences as they are expressed culturally, begin to explore communication differences, and enter a mini-cultural immersion.

Prerequisite: STMM 553

Course Objectives:

- 1) Familiarize students with how the identity of cultures, including religious identity, and the identity of the members of the culture is constituted;
- 2) Encourage students to listen carefully to some of the central concerns of various cultures until they become more apparent and intelligible;
- 3) Challenge students to identify and take a closer look at their own basic cultural and theological identities with an end toward deconstructing personal and cultural biases and assumptions (including religious and theological ones) in order that they may have a better chance of being open-minded toward people and religious communities who may differ from themselves;
- 4) Enable students to participate in benevolent and critical theological reflection that reveals an awareness of the dangers of monolithic theology so that those dangers may be avoided;
- 5) Foster in students a basic respect and gratitude for the richness of cultural diversity so that they may become more multi-culturally sensitive ministers;
- 6) Develop ability to incorporate power analysis in ministerial settings.

Course Requirements:

Attendance and Class Participation: 30% of Grade.

Students are required to attend all classes. Please note that much that determines the grade is dependent upon mutual discussion and interaction. Students are required to demonstrate effective group skills by actively contributing to group discussions and using constructive peer feedback that includes honesty, challenge, and mutual respect. Excellent participation also includes timely reading of the assigned texts, viewing of the assigned films, and verbal contributions that reflect *critical* theological and cultural assessment as well as understanding of power dynamics.

Students in small groups will be invited to lead and share in a worship experience (including symbols, art, music, etc.) representing various cultures in a class introduction exercise of *no more than ten minutes* preceding each class session.

Written Work: 40% of Grade.

- 1) One short theological reflection and cultural assessment paper of no more than *three double-spaced pages* on each assigned text;
- 2) One short theological reflection and cultural assessment paper of no more than *three double-spaced pages* on each assigned film;
- 3) One short theological reflection and cultural assessment paper of no more than *five double-spaced pages* on church site visits.

All papers must include some critical reflection on the following:

- a. Your experience in closing social distance (include the church site visits in class as well as your own attempts this quarter);
- b. Identify what you believe was culturally challenging for you;
- c. Relate to the insights in the readings, class discussions, lectures, and other materials experienced in this course;
- d. Name what you learned, how you discovered God in a new way, how the experience might shape you as a minister in future experiences of diversity.

Closing Social Distance: 30% of Grade.

We will visit two liturgical settings that will immerse us in a multicultural Protestant and Hispanic Roman Catholic worship. You are also required to independently choose a way to close social distance with at least one other person or group. You may worship in another community, take the initiative in beginning a conversation with someone in your own faith community or classroom, watch a movie that challenges your comfort zone by engaging you with people you don't ordinarily watch, read a novel from a different cultural context, go to a play, visit an art museum or listen to music that differs from your preference. You will include your personal experience(s) in decreasing social distance in your analysis for your final paper (see paper #3 listed above). Grading assessment will consider both depth and breadth of challenge, your reported learning and/or deepened understanding, and the impact you report this has on your present and future ministry.

Grading Criteria:

Class participation/Group Skills. Students are graded on:

- 1) Use of effective communication skills in class (rely on learnings from Pastoral Helping Skills and life experience);
- 2) Punctual and complete attendance;
- 3) Active participation in the healthy development of the class including:
talking in class about the course material;
deep and empathic listening to others;
displaying attitudes of mutual respect;
and openness to transformation.

Scholastic Performance. Students are graded on:

- 1) Demonstrated ability to think in a rigorously critical and theological manner about the course material;
- 2) Demonstrated ability to write (assigned papers—each paper will be returned with comments that assess writing competence);
- 3) Demonstrated ability to speak (class discussions) in a way that shows they have increased multicultural awareness and sensitivity;
- 4) Demonstrated ability to assess demographic data in light of power assessment and faith statements.

Social Distance Performance. Students will be assessed on:

- 1) Evidence of intentional work in the subject matter;
- 2) Demonstrated capacity to enter empathically into a different cultural context.

COURSE ASSIGNMENTS

Saturday, September 23, 9:00a.m. until noon: Culture and Perception: What is Your Culture?

1. **Worship**
2. **Review of Syllabus:** Questions, suggestions, assignment of small group exercises
3. **Personal Introductions**

Saturday, September 24, 1:00-4:00 p.m.: Understanding Culture and Power Read in their entirety:

Law, Eric, *Bush Burning Not Consumed*
Loewen, James, *Lies My Teacher Told Me.*

Sunday, September 25, 9:00 a.m.-4:00 p.m.: African-American Spirituality

Read and view in their entirety:

Bridges, Flora Wilson, *Resurrection Song: African-American Spirituality*
View films: *Crash and Hustle and Flow*

We will participate in the worship of an African-American congregation from 11:00 a.m. until approximately 2:00 pm. We will arrange the day's schedule to accommodate this mini-immersion experience.

Friday, November 3, 6:00-9:00 p.m.: Privilege and the Mentally Challenged

Read in their entirety:

Articles assigned by Dr. Keith Brehob and Dr. Clinton McNair, Guest Lecturers
Moore Campbell, Bebe, *72 Hour Hold*

Saturday, November 4, 9:00 a.m.-noon: Ethnocentrism to Ethnorelativism and White Privilege

Read in their entirety:

Peter Phan and Diana Hayes, *Many Faces, One Church*
Curtis, et alii., *United by Faith*
Guest Lecturer: Dr. Sharon Callahan

Saturday, November 4, 1:00- 4:00 p.m.: Ethnocentrism to Ethnorelativism Continued

Sunday, November 5, 9:00 a.m.-4:00 p.m.: Mestizo/a Spirituality and Mexican-American Culture

Read in their entirety:

Articles assigned by Dr. Jeanette Rodriguez, Guest Lecturer

We will participate in the worship of the Hispanic Mass at St. Mary's Catholic Church from noon until approximately 2:00 p.m. We will adjust our schedule for the day to accommodate this mini-immersion experience.

Sunday, November 5, p.m.: Multicultural Meal, Wrap-up, Evaluate, Discuss, Eat!