

School of Theology and Ministry
 Seattle University
 900 Broadway
 Seattle, WA 98122
Winter Quarter, 2006

STMM 560- Ministry in a Multicultural Context

Hunthausen Hall, Room 100 Credits: 3 Dates: Thursdays, 9:00-11:50am

Instructors

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TEXTS

Required Reading:

Bridges, Flora Wilson. *Resurrection Song: African-American Spirituality*. Maryknoll, NY: Orbis Books, 2001.

Curtiss, 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. Read Introduction and Chapters One, Two and Six.

Coursepak available through Seattle University Reprographics.

Course Description

The course explores the dimensions of culture and the relationship between culture and ministry. Participants will identify their own cultural and co-cultural lenses, gain an understanding of power differences as they are expressed culturally, begin to explore communication differences, and enter a mini-cultural immersion. They will reflect on how culture impacts theology and spiritual expression. They will begin to develop a ministerial identity and practice that embraces cultural diversity within a ministerial context.

Prerequisite: STMM 553.

Course Objectives

- 1) Familiarize students with how cultural identity, including religious identity, is constituted;
- 2) Challenge students to identify their own social location, which may include deconstructing personal and cultural biases and assumptions (including religious and theological ones) with the hope of increasing empathy toward communities different than their own.
- 3) Develop the competencies of critical theological reflection.
- 4) Develop ability to incorporate power and social analysis in ministerial settings.

Course Requirements

Attendance and Class Participation- 30% of Grade.

The nature of the course makes it particularly important for students to attend each class session. Please note students reveal their progress through participation in 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, deep listening, and mutual respect. Excellent participation also includes timely reading of the assigned texts and verbal contributions that reflect *critical* theological and cultural assessment as well as understanding of power dynamics. Students, will be invited to share symbols, art, music, etc. in an introduction exercise preceding each class session.

Written work- 40% of Grade.

- 1) Due **no later than 9 am, Feb. 14**. Using the Angel server, post a Reflection of no more than *one page (500-750 words)* on your choice of one of these texts:
 - a. Phan, Peter- *Many Faces One Church*, and
 - b. your choice of one article from the course reading pack.
 - c. Curtiss, Paul, et. Alii. *United in Faith*.

See handout on “Practicing the Art of engaging a Written Voice.”

- 2) Due by **9 am, Feb 27**: Using the Angel server, post a Reflection of no more than *one page (500-750 words)* on Loewen, *Lies My Teacher Told*. See handout on “Practicing the Art of engaging a Written Voice.”
- 3) We will be producing a full social analysis of each person’s congregation throughout the quarter. The final copy is due no later than the last day of class. **4pm, March 2, 2006**. The final compilation will include:
 - a. A copy of the “article of faith” embraced by your faith tradition (e.g., the creed); (Jan 19)
 - b. Demographic information concerning your home congregation or faith community and that of your denomination; (Jan 26)
 - c. A five to seven page analysis of the relationship between the faith creedal statement and the demographics, the resistances against and recommendations for integrating the two more authentically. Guidelines for the social analysis will be distributed during class. (March 6)

Closing social distance-30% of Grade.

We will visit two liturgical settings that will immerse us in an African-American Presbyterian worship and an Hispanic Roman Catholic worship. Dr. Rodriguez and Dr. Callahan will attend

Madrona with whomever can participate on Jan 22; and St. Mary's Catholic Church on Feb 5. All students are required to attend worship at these two sites either before or on these days.

Extra Credit: Closing social distance is an intentional commitment. The more you attempt to connect with at least one other person or group, the more success you will have in breaking barriers and overcoming internal resistances. You may choose a number of strategies to begin this lifelong practice of closing social distance.

Grading Criteria:

Class participation/Group skills. Students are graded on:

- 1) Use of effective communication skills in class
- 2) Punctual and complete attendance;
- 3) Active participation in the healthy development of the class
includes 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 a rubric that assesses writing competence. Copies of the rubrics are found in the coursepak);
- 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.) Quality of demographic work and assessment of embodiment of creedal statements;
- 3.) Demonstrated capacity to enter empathically into a different cultural context;

Course Schedule

Jan 5: Session One: Culture and Perception: What is Your Culture?

1. Review of Syllabus: Questions, suggestions, assignment of small group exercises
2. Coursepak article by Edree Allen Agbro concerning co-cultures.
3. Personal Introductions
4. Demonstration of Angel course system.

Jan 12: Session Two: Understanding culture and power

For this session you will have read:

Coursepak, through pp. 71.

Curtiss, Emerson, Yancey and Kim (first three chapters)

Phan and Hayes, Chapter one (Stelzer)

Bring your denominational or congregational faith/ creedal statement.

Jan 19: Session Three: African-American Spirituality

For this session you will have read:

Bridges, *Resurrection Song*.

Coursepak: James Cone article, Spirituality Justice Reprint, and Melzek article from Origins and Chapter Two from Phan and Hayes (the Hayes chapter).

On Jan 22, Dr. Callahan and Dr. Rodriguez will meet with class members to participate in the worship at **Madrona Presbyterian Church**. After the worship, we will meet with Dr. Bridges and elders from the congregation concerning African American spirituality. The worship begins at 10:45am. If you cannot make it to this service, please plan to attend a different Sunday celebration at this church prior to the Jan 26 class.

Jan 26: Session Four: Beginning Social Analysis

Read Phan and Hayes, Chapter 6 (Phan's chapter)

Coursepak: "*Religions of the Pacific Rim in the Pacific Northwest*." Lance D. Laird;

Demographic data for your congregation

Feb. 2: Session Five: Mexican-American Culture: Our Lady of Guadalupe

Read Coursepak: *articles by Dr. Rodriguez*

On **Feb. 5** we will participate in the Hispanic Mass at **St. Mary's Catholic Church** from noon until approximately 2pm. Dr. Rodriguez and Dr. Callahan will meet people at the church no later than 11:55am. If you cannot be present this day, please attend before the Feb. 16 class session.

Feb. 9: NO CLASS: We are substituting the two church visits for this class session.

Feb 14: Web posting on Phan, Curtiss, or article due on Angel server. Post no later than 9am.

Feb. 16: Session 6: Hispanic culture/ demographics/ social analysis

All readings complete; bring copies of demographics for your congregation and denomination and geographic location.

Feb. 23: Session 7: Ethnocentrism to Ethnorelativism and White Privilege

Read in their entirety:

Eric Law, *Bush Burning Not Consumed*

And *Lies My Teacher Told*

Feb. 27: Web posting on Loewen using Angel server. Post no later than 9am.

Mar. 2: Session 8: Social Analysis

Bring to class: Creedal statements; demographics; preliminary drafts of social analysis

MARCH 6: MONDAY Final Papers due by noon.

Mar. 9: Session 9: Final class/ evaluation