

School of Theology and Ministry
 Seattle University
 900 Broadway
 Seattle, WA 98122
Winter Quarter, 2008

STMM 560- Ministry in a Multicultural Context

Hunthausen Hall, Room 100 Credits: 3 Dates: January 12 &13, 2008; February 8,9 &10, 2008

Instructors

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TEXTS

Required Reading:

Elizabeth Conde-Frazier., S. Steve Kang, Gary A. Parrett. *A Many Colored Kingdom*. Grand Rapids: Baker Academic, 2007.

Loewen, James W. *Lies My Teacher Told Me*. New York: Touchstone, 1996.

Jeanette Rodriguez and Ted Fortier. *Cultural Memory. Resistance, Faith, and Identity*. Austin: University of Austin, 2007.

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) Sign- on to the Angel server by **JAN 8, 2008**, before the first weekend. Instructions:
 - a. Log onto <http://angel.seattleu.edu>
 - b. Use your Seattle University log-on name (the part before your su email account)
 - c. Use your Seattle University passcode. (If you have not accessed you SU email in a while, you may have difficulty and it can only be handled by the IT Help Desk. You can either email them or call them. You can find this information in your student advising handbook.)
 - d. Once you are logged in, you should see the homepage for Ministry in a Multicultural context. Click on the name of the course, you will find a “map” that allows you to click on “lessons”.
 - e. Click on “lessons” and look for “sign-in”. Click on “sign-in”.
 - f. The window allows you to Post a new message. Click that, and type in the slots provided that you have found it and are on board. Please try to get this done by **Jan. 8, 2007** so that if you have problems you can contact the help desk for assistance prior to the start of class.
- 2) Due **no later than 10 pm, Jan 12**. Using the Angel server, post your statement on your social location. (approximately 250-300 words) We will explain more about this during Jan 12 class time.
- 3) Due by **9 am, Jan 21**: Using the Angel server, post a formal analysis of Lies My Teacher Told Me. To frame your comments use the rubric and handout regarding “Practicing the Art of engaging a Written Voice.” This paper is to be no more than *750 words*
- 4) **Due by 9am, Jan 25**: post a formal response to two peoples’ analyses of Lies My Teacher Told Me. These response need to demonstrate the capacity to understand another’s point of view, synthesize ideas from that person with your own and based on the text, and move the

conversation forward using readings, discussions in the class, and your own experiences. (See rubric on responses to judge the areas of evaluation.)

- 5) Final paper is a full social analysis of your congregation with theological reflection. The final copy is due no later than the last day of class. **4pm, March 3, 2008**. The final compilation will include:
 - a. A copy of the “article of faith” embraced by your faith tradition (e.g., the creed);
 - b. Demographic information concerning your home congregation or faith community and that of your denomination;
 - c. A five to seven page analysis using the Guidelines for the social analysis and theological reflection posted on the Angel site.

Closing social distance-30% of Grade.

Visit at least one liturgical setting that stretches your social distance. Your postings will reflect your own experience of this, and perhaps your theological reflection will as well. This effort requires people to name their own social location (the first assignment in the class) and to identify what challenges or stretches a person’s comfort level. The readings, the lectures, some of the class exercises will create resistance in people. We urge you to record or journal those resistances, and to search for ways to reduce the resistance through engaging people who are different from you in a new way.

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 (rubrics provided for written work):
- 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 on the Angel course site);
- 3) Demonstrated ability to speak (class discussions) in a way that shows they have increased multicultural awareness and sensitivity. (Use of “I” statements, demonstrated openness to others’ points of view and experience; demonstrated empathy as people name their realities; demonstrated ability to move beyond personal assumptions and feelings as well

as demonstrated capacity to enter conflict toward negotiating new understandings, other pastoral care skills as needed.)

- 4) Demonstrated ability to assess demographic data in light of power assessment and faith statements.
- 5) Demonstrated ability to theologically reflect on data, ecclesial tradition, and current social context.

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;

Academic Honesty:

The School of Theology and Ministry strictly adheres to the Academic Policy concerning Academic Honesty as published in the Seattle University Student Handbook. (see the Seattle University website).

Students with disabilities:

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/ or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

Course Schedule

Jan 12: Session One: Culture and Perception: What is Your Culture?

Review of Syllabus: Questions, suggestions, assignment of small group exercises

Personal Introductions

Demonstration of Angel course system.

Read before this weekend:

Coursepak: article by Edree Allen Agbro concerning co-cultures.

All of A Many Colored Kingdom.

Jan 12: Session Two: Understanding culture and power

For this session you will have read:

Coursepak, through pp. 71.

POST your social location essay(250-300 words) on Angel by 10pm tonight.

Jan 13: Session Three: Ethnocentrism to Ethnorelativism and White Privilege

Read in their entirety:

For this session you will have read:

Coursepak: James Cone article, Spirituality Justice Reprint, and Melzek article from Origins

Jan 13: Session Four: Toward your own social location and engaging texts

Engage “A Many Colored Kingdom” process
Engage other social location

Before weekend two:

- **Read all of Loewen’s *Lies my Teacher Told Me* and post both the “Engage the text” paper on angel as well as**
- **a response to two other students.**

Feb. 8: Session Five: Latino/a culture/ demographics**Mexican-American Culture: Our Lady of Guadalupe**

Read Coursepak: “*Hispanics and the Sacred*” by Dr. Rodriguez
All of *Cultural Memory* text

Feb. 9: Session Six: theological reflection and social analysis

Coursepak:

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

Theological Reflection/ Social Analysis – Process posted on Angel

Feb. 9: Session 7: Social Analysis

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

Coursepak: All

Cultural Memory: Power of Narrative; Power of Syncretism/ Inculturation: Chiapas/ Celtic

Feb. 10: Session 8: Social Analysis/ Spirituality of Nonviolence

Loewen

Feb. 10: Session 9: Final class/ evaluation

Parrett ‘Becoming a culturally sensitive minister.’”

MARCH 3, 2008: Final Social Analysis/ Theological Reflection Papers due by 4pm in Dr. Callahan’s box at STM. Hard copy papers only, no emailed attachments.