



THE **wesleyan** CHURCH

Education & Clergy Development

Global and Intercultural Studies

Class Meets January 4, 11, 18, 25, February 1, 8 2018

6:00 PM -10PM EST

Online Via Zoom

Professor: Santes Beatty

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Course Description

An introduction to local/global intercultural ministries in the Wesleyan tradition with an emphasis on how knowledge of unconscious bias and developing cultural intelligence can improve ministry effectiveness.

Course Objectives & Learning Outcomes

During this class, the student will...

- Demonstrate an understanding of how one's personal and cultural upbringing affects who you are, what you believe, and how you might behave in an intercultural ministry context.
- Demonstrate an understanding of the biblical, historical, and theological paradigms for local/global intercultural ministry.
- Demonstrate competency in culturally appropriate ways of relating with people from diverse cultural backgrounds.
- Demonstrate knowledge of fundamental principles, generalities, and practical theories related to local/global intercultural ministries.
- Demonstrate a commitment to cultivating the attitudes, values, and skills to facilitate appropriate intercultural relationships.

Required Textbooks

Students are responsible for ordering their textbooks and may choose where to purchase them. The Multiethnic Conversations book can be purchased on the Wesleyan Publish Website @

<https://magento.finelink.com/wphstorereetail/bkc744.html>

- Lingenfelter, Sherwood G., and Marvin K. Mayers. *Ministering Cross-Culturally. 3rd Ed.* Grand Rapids, MI: Baker Book House. 2016. ISBN 978-0801-0974-78
- Livermore, David. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World.* Grand Rapids, MI: Eerdmans. 2009. 978-0801-0358-90
- DeYmaz, Mark and Okuwobi, Oneya. *Multiethnic Conversations: An Eight Week Journey Toward Unity in Your Church.* Indianapolis, IN. Wesleyan Publishing House. 2016. ISBN 978-1-6325-5709-56

Pre-Course Assignments

- Students should read the first required textbook before the first day of class so that we can discuss the reading together in class. On the first day of class, students will be asked what percentage of the reading they completed and will be graded accordingly. After you complete the above *pre-course reading* assignment, you will write one 2-3 page *reflection papers* as follows due on the day of our first class:
 - Reflect on Lingenfelter’s key principles, concepts, and processes that may be applicable to your current ministry context. Pay particular attention to Ligenfelter’s views on following the Jesus’ example, basic values and the multiple tensions of ministering cross culturally.
 - You will submit electronic copies of your paper to the professor on the first day of class.

REFLECTION PAPER #1 – DUE JANUARY 4TH

- Students should prepare a short presentation (5-7 mins.) to the whole class for our first session. Your presentation should include: A brief introduction of yourself, your family, and your cultural heritage (i.e, if you are not Native American, share where your ancestors were originally from before immigrating to the United States of America). Feel free to include pictures, family tree (be creative). Lastly, give a brief introduction to your current ministry context, including any kind of global and/or local intercultural ministry you are engaged in. There will be a way you can share slides or pics as a part of the Zoom platform.

PRESENTATION WILL BE ON – JANUARY 4TH

*Students will begin reading *Multiethnic Conversations* as a daily devotional and reflection a week before class begins (Dec. 28) and will end a week after our last session (Feb. 15)

Live Zoom Classes

- Students must attend every class session.
- This course is not an independent study; therefore, students are expected to fully engage in the classroom discussions and presentations.

January 4th

Class Time: Ministering Cross Culturally Discussion Part 1

Assignments Due:

- Finish reading *Ministering Cross Culturally*
- Reflection Paper #1 Due – Ministering Cross Culturally
- Prepare Personal Presentation
- Should have completed week 1 of Multiethnic Conversations

January 11th

Class Time: Ministering Cross Culturally Part 2

Reading Assignment

- Begin reading *Cultural Intelligence*

January 18th

Class Time: Unconscious Bias Training and Conversation

Reading Assignment: Continue reading *Cultural Intelligence*

January 25th

Class Time: Cultural Intelligence Training and Conversation

Assignments Due:

- Finish reading *Cultural Intelligence*
- Reflection Paper #2 Due – Cultural Intelligence
- Complete weeks 1- 4 of Multiethnic Conversations

February 1st

Class Time: Multiethnic Conversations – Part 1

Reading Assignment: Continue reading *Multiethnic Conversations*

February 8th

Class Time: Multiethnic Conversations – Part 2 and Panel Discussion

Assignment Due:

- Reflection Paper #3 Due – Multiethnic Conversations

Post Course Assignment

The predominant outcome for this course is the understanding of your own unconscious bias and the improvement of your own cultural intelligence through the lens of sound theology and ecclesiology. As a Christian leader,

your well-developed cultural intelligence is essential for the development of a local and/or global intercultural ministry appropriate for implementation in your current (or anticipated) ministry setting.

Drawing upon the content of the course and discussions we have had in class, write a 4-5 page intercultural ministry proposal focusing on a local and/or global strategy that you could present to your church board. Use the following outline to organize your paper:

- **Introduction** – Introduce the proposal by describing the current state of your church’s local and/or global intercultural ministry efforts (i.e., describe what you are currently doing as a church).
- **Problem** – Identify the problem, or area of improvement, that you perceive in your church’s current approach to local and/or global intercultural ministry that your proposal will seek to address.
- **Proposal** – Write a succinct statement of what you are proposing to do in response to the perceived problem, or area of improvement, you have identified. This should be one sentence (maybe two if necessary).
- **Rationale** – Provide rationale for why you believe your proposed solution to the perceived problem, or area of improvement, is reasonable. Be sure to include research you have done that can further strengthen your argument (biblical, historical, theological, cultural, etc.).
- **Resources** – Identify any assets available in your ministry context that could be utilized to address the perceived problem, or areas of improvement, and identify the estimated cost that would be incurred to implement your proposal.
- **Implementation** – Provide a clear process for how your proposal could be implemented in your ministry context.
- **Conclusion** – Conclude your paper by stating why this is important to you and how you would personally be involved with implementing your proposal

POST-COURSE ASSIGNMENT IS DUE – FEBRUARY 15TH

Policies & Requirements

Attendance

Students are required to attend all class sessions. Failure to attend at least (20 hours) of the minimum required seat time (24 hours) will result in automatic failure of the course. Any and all absences within that window must be approved by the professor prior to the course in writing (e.g. email). Do not ask for permission to be excused during the class or after the absence has already occurred.

Grade Percentages

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| 1. Post Course Proposal (4-5 pages) | 25% |
| 2. Class Participation and Self Evaluation | 20% |
| 3. Reflection Paper #1 (2-3 pages) on Ministering Cross Culturally | 15% |
| 4. Reflection Paper #2 (2-3 pages) on Cultural Intelligence | 15% |
| 5. Reflection Paper #3 (2-3 pages) on Multiethnic Conversations | 15% |
| 6. Personal Presentation (5-7 mins.) | 10% |

Grading Scale

A	91-100
B	81-90
C	71-80
D	61-70
F	60 or below

Students must get a “C” or above to pass the course and receive credit for ordination.

Due Date

All assignments are due on the date indicated in the syllabus or verbally communicated by the instructor. Professors are required to submit grades to Education and Clergy Development at a maximum of 4 weeks after the last day of class. Assignments may not be submitted to the professor any later than 2 weeks after the last day of class. Assignments not submitted by the due date will result in an automatic “0” for the assignment.

Extensions

Extensions may be (but are not guaranteed) granted for sickness, serious injury, or death in the student’s immediate family or for similar extenuating circumstances. *When in doubt, please contact the professor.* Also, no assigned work will be accepted after the final due date, unless an extension has been granted in writing (e.g. email) from the professor. Communication is the key! Professors may reduce a student’s grade by 20% for each week past the due date (even in the event of approved extensions). Education and Clergy Development reserves the right to refuse extension and override the professor as it deems necessary.

Papers

All written papers must be typed. Papers should be double spaced on 8.5x11 paper using 12 point font in a normal, easy to read type style (Arial, Cambria, Times New Roman, etc.). Margins should be 1" on all sides. Each paper should include at least: student's full name, course title, and date. It is advisable to include your name on each page of the paper.

Ordination Deadline

If the student is a candidate for ordination in a given year, coursework must be completed as follows: the final grade submission deadline (2 weeks after the last day of class) must be at least 40 days before the student's district conference. Professors are not required to fulfill any requests for grade submission prior to this deadline.

Plagiarism

Ministerial students in The Wesleyan Church are expected to exhibit honesty and integrity in their personal, professional and academic life and work. As Christians, we are called to a high standard of honesty. As such, students in our ministerial training courses are required to adhere to strict academic guidelines.

The following is borrowed from the Oklahoma Wesleyan University *University Undergraduate Catalog 2015-2016 Traditional Studies*:

Plagiarism — This is defined as offering the work of another as one's own. It is an attempt to deceive by implying that one has done work that was actually done by another. Faculty and students are honor bound to show that ideas and words match with the sources used and thus demonstrate that honest research has been done.

Examples of plagiarism include (but are not limited to) the following:

1. Copying all or part of a theme, examination, paper, library reading report, or other written work from another person's production
2. Submitting as one's own work that which was wholly or partially done by another so as to appear to one's professor to be more accurate or skilled in one's work than one actually is
3. Quoting material from any source without proper documentation
4. Summarizing or paraphrasing from any source without proper documentation
5. Misrepresentation of documentation or resources
6. Using in collateral reports or book reviews the opinion of a professional literary critic or of a campus friend as though it were one's own original thought
7. Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor

Cheating — Examples of cheating include (but are not limited to) the following:

1. Use of unauthorized prepared materials (cheat sheets) for answering test questions
2. Giving aid to another student during a test or quiz
3. Gaining answers to test questions from others during testing periods
4. Signing another person's name to the attendance record
5. Claiming to have done work or outside reading that was not done
6. Submitting the same work for more than one course without the prior approval of the professors involved

Education and Clergy Development policy for all students receiving credit through non-accredited ministry training programs (e.g. FLAME, FLAMA, Correspondence Courses, Cross Training, District Extension Classes, Equipping for Ministry, etc.):

- 1) Any instance of plagiarism (whether intentional or not) will result in an automatic "F" for the particular assignment and may also result in an automatic failing of the course.
- 2) A repeat offense will result in an automatic failing of the course.
- 3) A third offense will result in an automatic withdrawal from a credentialing track in The Wesleyan Church.

Bibliography

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Yancey, George. *One Body, One Spirit: Principles of Successful Multiracial Churches*. Downers Grove, IL: InterVarsity Press, 2003. 083-0832262