

EDMN/EVAN 512: Culture and Ministry

Wheaton College

Fall 2001 Tuesday & Thursday 1:15-3:05 PM, BGC 253

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Office Hours: Tuesday & Thursday 10:30AM-12PM; Wednesday 8:30-10:30AM & 2-3PM and by appointment

Course Description and Objectives:

This course provides opportunities for students to explore and cultivate a theory and practice of ministry within a multicultural context of American society as well as within a global context, i.e. the Church around the world. This course has three major goals.

First, That students will develop competencies in conducting qualitative research. This will be pursued through various in-class activities as well as through participation in a small research project of the student's choice in a cross-cultural setting.

Second, That students will explore the relationship between the socio-cultural context of human beings and the educational ministry/evangelism strategies of the church as they are manifest in both multicultural and cross-cultural ministry contexts.

Third, That students will construct a personal philosophy and strategy for cultural engagement that is applicable for the educational ministry/evangelism of the church in both multicultural and cross-cultural contexts.

Course Texts:

Balmer, Randall. *Mine Eyes Have Seen the Glory: A Journey Into the Evangelical Subculture in America*, 3rd ed. New York: Oxford, 2000.

(Bloesch, Donald. *Essentials of Evangelical Theology, Vols. 1 & 2*. New York: Harper Collins, 1978.)

Clapp, Rodney. *A Peculiar People: The Church as Culture in a Post-Christian society*. Downers Grove: IVP, 1996.

Harris, Marvin. *Theories of Culture in Postmodern Times*. Walnut Creek: AltaMira, 1999.

Kozol, Jonathan. *Amazing Grace: The Lives of Children and the Conscience of a Nation*. New York: HarperPerennial, 1995.

Spradley, James. *Participant Observation*. New York: Holt, Rinehart and Winston, 1980.

On Reserve at Buswell:

Gannon, Martin. *Understanding Global Cultures: Metaphorical Journeys Through 23 Nations*, 2nd ed. Thousand Oaks: Sage, 2001.

Holli, Melvin, and Peter d'A. Jones. Eds. *Ethnic Chicago: A Multicultural Portrait*. Grand Rapids: Eerdmans, 1995.

Recommended Texts:

Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove: IVP, 1993.

Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham: Rowman and Littlefield, 1998.

Selected Bibliography:

- Glesne, Corrine. *Becoming Qualitative Researchers: An Introduction, Second Edition*. New York: Longman, 1999.
- Hiebert, Paul. *Anthropological Reflections on Missiological Issues*. Grand Rapids: Baker Books, 1994.
- Hunter, George. *How To Reach Secular People*. Nashville: Abingdon Press, 1992.
- Kozol, Jonathan. *Savage Inequalities: Children in American's Schools*. New York: Harper Perennial, 1991.
- Lee, Warren. *A Dream for South Central: The Autobiography of An Afro-Americanized Korean Christian Minister*. ISBN: 0-9639920-0-7, 1993.
- Lingenfelter, Sherwood. *Agents of Transformation: A Guide for Effective Cross-Cultural Ministry*. Grand Rapids: Baker Books, 1996.
- Matsuoka, Fumitaka. *The Color of Faith: Building Community in a Multicultural Society*. Cleveland: United Church Press, 1998.
- McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*. New York: Riverhead Books, 1996.
- Matthias Media. *2 Ways to Live: Know the Gospel, Share the Gospel*. Kignsford, Australia, St. Matthias Press, 1998.
- Niebhur, Richard. *Christ and Culture*. New York: Harper and Row, 1951.
- Plueddememann, James. "An Introduction to Cross-culture and Teaching and Learning" in *Introduction to Evangelical Christian Education*. Chicago: Moody Press, 1991.
- Sanders, Cheryl. *Ministry at the Margins: The Prophetic Mission of Women, Youth and the Poor*. Downers Grove: IVP, 1997.
- Shuler, Clarence. *Winning the Race to Unity*. Chicago: Moody Press, 1998.
- Sittser, Gerald. *Loving Across Our Differences*. Downers Grove: IVP, 1994.
- Takaki, Ronald. *From Different Shores: Perspectives on Race and Ethnicity in America*. New York: Oxford University Press, 1994.

Course Expectations and Assignments:

- Daily attendance, classroom participation, and interaction (10%)**

- Comparative Epistemological Essay (10%)**
Drawing upon the Hiebert text (on Reserve in Buswell) the student is expected to write two different essays of approximately 350 words each supporting and defending two different, and even contradictory, epistemological systems. The goal of this exercise is for the student to incarnate him or herself into a worldview to which s/he is not accustomed and, by defending it through narrative, gain a deeper understanding of those who have been raised within that cultural framework. These essays should be presented alongside one another (in double column format).

- Ethnographic Study and Presentation (40%)**
Students are expected to commit themselves to engaging in participatory interviews and observations of a particular peoples group within the Chicago land area (some possible examples are the Latino community of Pilsen, the West Asian population of Devon St., Asian American medical students, volunteerism among

retired people, a temporary community of missionary kids on furlough, adolescent culture within the Stratford Square Mall, or the homosexual community of Lakeview).

This is a semester-long project that will culminate in a final project presented in written form. The guidelines for this final paper, research proposal, and mid-point check will be given at a later date.

□ **The Labyrinth Exercise (10%)**

The Labyrinth was a maze of reflection designed by medieval Anglicans for spiritual growth. The goal was that as pilgrims walked the labyrinth they would critically reflect on the state of their soul in hopes of emerging with new spiritual perspectives and goals.

Using the Balmer book as fodder for reflection, explore the blind spots within your socio-theological world-view and the ways in which those spaces have, or may in the future, cause friction in a cross-cultural ministry setting. Walk the labyrinth of your ideology using Balmer as your guide in hopes of emerging closer to Christ.

Preserve your journey in a journalistic format. There are no grammatical or length guidelines to this reflection process. Write, free form, until you feel that you have entered, explored, and emerged from the labyrinth of your soul.

□ **Biblical Themes and the Urban Context (10%)**

Divided into teams of two, students will be asked to reflect on a particular biblical passage in which a city is dealt with by God (this could be Jonah's call to Ninevah, Jesus's words about Jerusalem, etc.). One person in the group should reflect hermeneutically and theologically on what that particular passage shows the Christian community about God's heart for the city while the other person should show how those themes relate directly to ministry within the contemporary urban context, as it is presented by Kozol. The findings of this reflection should be presented in a devotional format (10 minutes) at the beginning of class and at the break. Detailed devotional outline is due on the day of presentation (included in this outline should be ten major quotes from Kozol with page numbers).

The following three assignments constitute 20% of the student's course grade:

□ **Ethnic Chicago Discussion**

Students are to present history and current experience of two ethnic groups in Chicago from *Ethnic Chicago*. Students are responsible to prepare one-page synopsis of each of the ethnic groups.

□ **Understanding Global Culture Discussion**

Students are to present their understanding of two nations from *Understanding Global Cultures*. Students are responsible to prepare one-page synopsis of each of the nations.

- **Clapp Dialogue**
Upon careful reading of *Clapp*:
 - Prepare 3 **substantial** reflections on Clapp's analysis of the church for the dialogue in class. These typed reflections will be turned in at the conclusion of the first session on the topic.
 - Prepare 5 **significant** ministry insights for the church in the post-Christian era for the dialogue in class. These typed ministry insights will be turned in at the conclusion of the second session on the topic.

- **Narrative Study (OPTIONAL)**
Drawing upon the Gannon text as inspiration, students are encouraged to read a short novel or novella (of around 300 pages) written by an international author. This text should be a novelistic exploration and analysis of the author's culture. Some ideal examples of this are: for Africa, Chinua Achebe's All Things Fall Apart; for Eastern Europe, Vaclav Havel's Living in Truth, Milan Kundera's The Unbearable Lightness of Being, for Latin America, Miguel Angel Asturias' Men of the Mais (Hombres del Mais), etc. It is expected that the student will do the research necessary to find a relevant author of the nationality of their choice.

The results of this reading should be presented in a paper of 4 to 5 pages outlining the basic cultural and novelistic content of the book, critically analyzing some salient cultural themes presented therein, and finally reflecting on those themes from a Christian perspective-particularly focusing on how ministry could be engaged within the context presented.

- **Late Papers will be docked half a letter grade (i.e., A to A-/B+) for each day they are late.**
- **All papers should be in Turabian* format.**

*See Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th Edition. Chicago: The University of Chicago Press, 1996.

Class Schedule:

I. THE STUDY OF CULTURE

Session 1 (August 30)

Introduction

Session 2 (September 4)

Epistemological foundations of the study of culture I
Reserve Reading (RR): Hiebert; Vanhoozer

Session 3 (September 6)

Epistemological foundations of the study of culture II
Research designs
RR: Guba & Lincoln
Comparative Epistemological Essay

Session 4 (September 11)

The complexity of the study of culture I

Bloesch, vol. 2, ch. VI

Harris, chs. 1-4

Session 5 (September 13)

The complexity of the study of culture II

Ethnography and culture

Spradley, chs. 1-3, steps 1-2

Session 6 (September 18)

Beginning ethnographic research

Spradley, steps 2-3

II. CULTURAL ANALYSIS

Session 7 (September 20)

The self, reflexivity, and the evangelical subculture I

Balmer, chs. 1-5

Bloesch, vol. 1, ch. II

September 21 Friday at 4PM: Ethnographic Research Proposal

Session 8 (September 25)

The self, reflexivity, and the evangelical subculture II

Balmer, chs. 6-11

Bloesch, vol. 2, ch. X

Session 9 (September 27)

The self, reflexivity, and the evangelical subculture III

Balmer, chs. 12-14, Epilogue

The Labyrinth Exercise

Session 10 (October 2)

Entering the second stage of ethnographic research

Spradley, steps 5-6

Session 11 (October 4)

Exploration of cultural narrative I: *Amazing Grace* I

Kozol, chs. 1-3

Biblical Themes and the Urban Context

Session 12 (October 9)

Exploration of cultural narratives I: *Amazing Grace* II

Kozol, chs. 4-6; Harris, chs. 5-6

Biblical Themes and the Urban Context

Session 13 (October 11)

Exploration of cultural narratives I: *Amazing Grace* III
Kozol, Epilogue; Harris, chs. 7-9

Biblical Themes and the Urban Context

Session 14 (October 16)

Exploration of cultural narratives I: *Amazing Grace* IV
Biblical Themes and the Urban Context
Interpreting cultures
Harris, chs. 10-12

Session 15 (October 18)

Exploration of cultural narratives II: *Ethnic Chicago* I
Holli & Jones

October 23 NO CLASS

Session 16 (October 25)

Exploration of cultural narratives II: *Ethnic Chicago* II
Holli & Jones

October 27 (Saturday): Field Trip to Chicago

Session 17 (October 30)

Concluding ethnographic research
Spradley, steps 7-12
Ethnographic Research Mid-point Check

III. CULTURAL ENGAGEMENT

Session 18 (November 1)

Exploration of cultural narratives III: *Understanding Global Cultures* I
Gannon

Session 19 (November 6)

Exploration of cultural narratives III: *Understanding Global Cultures* II
Gannon

Session 20 (November 8)

Exploration of cultural narratives III: *Understanding Global Cultures* III
Gannon
Narrative Study (Optional)

Session 21 (November 13)

Sociocultural Analysis: Two cases
Catch-up day
Harris, chs. 13-14

November 15: NO CLASS – COMP DAY

Session 22 (November 20)

The church as the center of evangelism and educational ministries I

Clapp, chs. 1-5

Clapp Dialogue

November 22: NO CLASS – THANKSGIVING DAY

Session 23 (November 27)

The church as the center of evangelism and educational ministries II

Bloesch, vol. 2, ch. XI

Clapp, chs. 6-12

Clapp Dialogue

November 29: NO CLASS – COMPREHENSIVE EXAMINATION

Session 24 (December 4)

Presentations I

Session 25 (December 6)

Presentations II

Session 26 (December 11)

Presentations III

Session 27 (December 13)

Closure

Ethnography Due