

**School of Theology and Ministry**  
 Seattle University  
 901 12<sup>th</sup> Avenue, PO Box 222000  
 Seattle, WA 98122-1090  
**Fall Quarter 2005**

**STMM 560- Ministry in a Multicultural Context**

Hunthausen Hall, Room 100

Credits: 3

Dates: Sept 24-25; Nov 11-13, 2005

**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 Chapter One – and the chapter by Peter Phan.

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 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 Sept. 30, 2005: Reflection posting of no more than *one page (500-750 words)* on each of these texts:
  - a. Law, *Bush Burning Not Consumed*
  - b. Loewen, *Lies My Teacher Told*
  - c. Bridges, *Resurrection Song*.

This is an assignment of three one-page postings using the Angel class server. A full demonstration of its use will be given during weekend one. All of these texts are to be completely read before class begins Sept. 24.
- 2) Due no later than 6am October 7. Post a response using the Angel class server to one other student on each book. Each response is to be no longer than 3 paragraphs,
  - a. should contribute to an online discussion of the topic,
  - b. should include your understanding of the text,
  - c. respond to an idea presented by someone else, and
  - d. relate the ideas to your own experience.
- 3) Due no later than 6:00am, Nov.17, 2005. Reflection posting of no more than *one (500-750 words) page* on two of these texts assigned in preparation for the second weekend:
  - 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*.

This is an assignment of two one-page postings.
- 4) Due no later than 6am, Nov 28, 2005. Post on Angel server
  - 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 two-page analysis of the relationship between the faith credal statement and the demographics, the resistances against and recommendations for integrating the two more authentically.
- 5) ***Due in Dr. Callahan’s box in STM no later than 9am Dec 6,2005.*** Write a theological reflection paper of no more than *five- seven double-spaced pages that addresses:*

- a. Your experience in closing social distance (Include the trips 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 an African-American Presbyterian worship and an Hispanic Roman Catholic worship. You are required to choose a way to close social distance with at least one other person or group. You may worship in another community, take the begin 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, 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. 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
  - 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 Assignments

### Saturday am, Sept 24: 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.**

### Saturday pm, Sept 24: Understanding culture and power

#### Read in their entirety:

Eric Law, *Bush Burning Not Consumed*,  
Loewen, James, *Lies My Teacher Told Me*; and  
Coursepak, through pp. 71.

### Sunday am, April 3, 2005: African-American Spirituality

#### Read in their entirety:

Bridges, *Resurrection Song*.

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

We will participate in the worship at Madrona Presbyterian Church and meet with Dr. Bridges and elders from the congregation concerning African American spirituality. The worship will begin at 10:30am. We will alter our regular schedule to accommodate this mini-immersion experience.

### Friday pm, Nov. 11: Mexican-American Culture: Our Lady of Guadalupe

#### Read in their entirety:

**Coursepak:** *articles by Dr. Rodriguez*

### Saturday am, Nov.12 : Ethnocentrism to Ethnorelativism and White Privilege

#### Read in their entirety:

Phan and Hayes, *Many Faces*

Curtiss, et alii., *United by Faith*

Coursepak: *Ethnocentrism- Ethnorelativism* by Bennett and Hammer;

and "Religions of the Pacific Rim in the Pacific Northwest." Lance D. Laird;

### Saturday pm, Nov. 12: Ethnocentrism to Ethnorelativism and White Privilege Cont'd

### Sunday am, Nov. 13: Mestizo/a Spirituality

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

### Sunday pm, May 14: Wrap-up, Evaluate, Dismiss.