

Unit Outline



EM418/618

Ministry in a Culturally Diverse Context

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This unit outline contains information you will need to find your way around the unit **Ministry in a Culturally Diverse Context**. It attempts to provide a structure for your learning, giving details of key resources, the topics covered and skills to be developed and how they will be assessed.

UNIT OUTLINE SEMESTER 2 2015

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

Information about this unit

Unit description

Modern Australia's diverse society means that those in ministry are guaranteed to encounter other cultures. Whether we are fathers, mothers, sons or daughters, students from overseas, refugees or asylum seekers, Australian, Iranian, Chinese, Korean or other parts of the globe, Revelation chapter 5 says that Christ lived, died, and rose again to "ransom people for God from every tribe and language and people and nation". This unit addresses questions of ethnicity and identity, cultural sensitivity and the challenges and opportunities associated with Ministry in a Diverse Context. It will be of great benefit to students planning to serve in a variety of ministry roles, whether in Australia or overseas, with a particular emphasis on how multi-ethnicity shapes the exercise of local church.

Learning outcomes

EM418 Learning Outcomes

At the end of this unit, the student should be able to:

- (a) Provide students with appropriate biblical, theological, historical, cultural and strategic perspectives on ministry in a context of cultural diversity;
- (b) Build the understanding and cultural sensitivity needed for ministry engagement with a community in a context of cultural diversity;
- (c) Gain an understanding of the challenges in communicating the Christian gospel and establishing the church in an environment of cultural diversity;
- (d) Equip students to develop appropriate ministry approaches for a context of cultural diversity, assisted by exposure to, and evaluation of existing ministry models.

EM618 Learning Outcomes

At the end of this unit, the student should be able to:

- (a) Engage with appropriate biblical, historical, cultural and strategic perspectives on ministry in a context of cultural diversity
- (b) Build the understanding and cultural sensitivity needed for ministry engagement with a community in a context of cultural diversity
- (c) Identify and interact with the challenges and opportunities in communicating the Christian gospel and establishing the church in an environment of cultural diversity;
- (d) Devise appropriate ministry approaches for a context of cultural diversity, including planning, implementation and evaluation, assisted by exposure to, and evaluation of existing multicultural ministry models

How this unit contributes to the course

This unit will increase and develop your understanding of the challenges involved in communicating the Christian gospel among varying cultural groups in Australia and overseas. You will integrate your insights from the Bible, theology and history with practical aspects of Christian ministry. As you spend time amongst people of another culture you will grow to appreciate their customs and outlook on life. You will be challenged to reflect on how to present the gospel to one of these people groups, and to evaluate models for ministry that are appropriate in different circumstances. By engaging with appropriate literature you will develop your ability to think biblically, creatively and appropriately about communicating the unchanging Gospel in an ever-changing world.

Pre-requisites and co-requisites

There are no prerequisites for this unit.

This unit is being offered as a Type A elective at 400 level for those enrolled in the ACT's Diploma of Theology/Diploma of Ministry /Bachelor of Theology / Bachelor of Ministry/ Associate Degree of Theology (including *WordWorks*) and at 600 level for the Master of Divinity/ Graduate Diploma of Divinity.

How this unit is organised and what we expect of you

This unit will be taught in Extensive mode over six Fridays at intervals throughout the semester, with six lectures on each Friday. The lecture days are Fridays 7 & 21 August, 11 & 18 September, and 02 & 23 October. On each of these days, the first lecture will commence 9.30am and the last will conclude at 4.30pm. Students will also spend a minimum of 20 hours participating in the life of a congregation.

As the class is taught in Extensive mode, there will be pre-reading required for completion by day one of the unit.

This unit is worth 4 credit points towards your degree. At Bachelor level, a 4 cp unit is considered to require a total time commitment of 6-8 hrs per week, and 7-9 hours at MDiv level. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on EM418/618.

Students are expected to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date.

Teaching staff

LECTURER

Dr. Richard Shumack

B Surv. (UNSW), BTh (Moore), PhD (University of Melbourne)

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Unit Timetable: topics & teaching & learning activities

	Lecture topics
Day 1 7 August 2015 9.30am – 4.30pm	Theological Perspectives on: <ul style="list-style-type: none"> • Unity and community • Culture and ethnicity • Ecclesiology and diversity
Day 2 21 August 2015 9.30am – 4.30pm	Sociological Perspectives: <ul style="list-style-type: none"> • Ethnicity and culture in Australia • Government policy • Demographics
Day 3 11 September 2015 9.30am – 4.30pm	Global Perspectives: <ul style="list-style-type: none"> • Globalism • Globalism & culture • Refugees and immigration • Theology and missiology in the refugee context
Day 4 18 September 2015 9.30am – 4.30pm	Issues and debates in Cross Cultural Ministry: <ul style="list-style-type: none"> • Congregational models • Mono & multi ethnic models • Homogeneous unit principle • Leadership • Language issues • Worship and learning styles
Day 5 2 October 2015 9.30am – 4.30pm	Models of Cross Cultural Ministry: <ul style="list-style-type: none"> • Case studies, local and international • Visiting practitioners
Day 6 23 October 2015 9.30am – 4.30pm	Local Church Implications: <ul style="list-style-type: none"> • Exercise in developing indigenous models of ministry. • Issues in implementation of new models.

Readings will be assigned during the course.

EM418 Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the assessment item per calendar day, up to 14 days late. On Day 15, the assessment piece receives no marks, but must still be submitted in order for you to obtain credit for the unit.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK(S)	DESCRIPTION
Literature Review 500 words 15%	Read and review one book (of at least 200 pages) describing culture, crossing-culture or culture shock (in any context). Suggestion: Choose one of the titles in the "Culture Shock! A Survival Guide to Customs and Etiquette" series relevant to your cross cultural context.
Minor Research Project 1500 words 35%	Interview two recently arrived refugees about life in Australia. Develop questions that allow them to describe their personal story, especially their experience of being a new member of Australian society. Explore any experience they may have had of the Australian Christian community. Include your interview questions and notes in an appendix. Describe your key findings (700 words) and then, with reference to relevant literature, discuss what the interviews reveal about the joys and challenges of crossing culture. (800 words)
Major Essay 3000 words 50%	Research and reflect upon one contemporary approach to Christian ministry in a cross-cultural context, and write up your findings in the following terms: - Outline the theology behind the approach, and how it works in practice. Drawing on the Bible and the relevant literature, discuss and evaluate this approach theologically and practically. Indicate how you might modify or develop the approach for application in a particular context.

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ASSESSMENT TASK(S)	DESCRIPTION
Literature Review 1000 words 15%	Read and review one book (of at least 200 pages) describing culture, crossing-culture or culture shock (in any context). Reflect briefly on some implications for crossing culture in ministry. Suggestion: Choose one of the titles in the "Culture Shock! A Survival Guide to Customs and Etiquette" series relevant to your cross cultural context.
Minor Research Project 2000 words 35%	Interview two recently arrived refugees from the same or similar cultures about life in Australia. Develop questions that allow them to describe their personal story, especially their experience of being a new member of Australian society. Explore and evaluate any experience they may have had of the Australian Christian community. From your interviews and research, outline key cultural differences between their culture of origin and Australian culture today, particularly in relation to the Judaeo-Christian assumptions that still have a considerable influence on many Australian institutions. Include your interview questions and notes in an appendix. Describe and reflect upon your key findings (800 words) and then, in interaction with relevant literature, analyse what the interviews reveal about the joys and challenges of crossing culture, including issues that Australian Christians should be aware of when relating to these refugees. (1200 words).
Major Critical Essay 4000 words 50%	Research and evaluate one contemporary approach to Christian ministry in a cross cultural context, and write up your findings in the following terms: Analyze the biblical, theological, historical, cultural, and strategic perspectives behind the approach, discuss how it works in practice, and outline the results described by those who use it. Discuss and critically evaluate this approach theologically and practically making particular reference to any critique of this approach in the literature and its strengths and weaknesses in contrast to other approaches. Then discuss how the chosen approach might be more or less effective in different contexts, and explain how you would modify or develop the approach in relation a particular context of your choice.

Guide to Assessments

Literature Review: You are to review a book dealing with culture, crossing-culture or culture shock (in any context). You should briefly outline the contents of the book, then summarise its main ideas and how they inform us about the topic. You should demonstrate that you understand the key themes of the book. You may wish to draw attention to aspects of the topic that you believe the author either dealt with particularly well, or aspects that could have dealt with more thoroughly. If you are an **EM618** student, you are to go on to reflect briefly on some implications of this book for facing the challenges of crossing culture in Christian ministry.

Minor Research Project: This assessment, on refugees, is essentially an exercise in crossing culture. It involves engaging with people of other cultures to such a depth that the student can begin to grasp the worldview, life experience and existential drivers of someone from another culture. Further, the refugee context requires the student to exhibit a high degree of empathy, patience and compassion in seeking to appreciate the refugee experience and understand as deeply as possible the motivations, fears, longings and joys involved in walking the refugee highway.

The marker will be primarily looking to see the diligent exercise of all these features of seeking a deep personal engagement with the refugee experience. Secondly, but importantly, some key implications of the refugee experience for ministry to refugees should be clearly brought out in a way that displays a developing understanding of the key principles of cross-cultural ministry. Please make sure that your interview questions and notes are included in an appendix to the assignment.

Major Essay: This is an exercise in thinking missiologically about models of ministry in a cross cultural context. A particular cross cultural ministry is to be selected, researched and evaluated in terms of the sociological, theological and missiological principles explored in class and reading.

In this assessment task the marker will be looking for highly developed theological and critical skills, as well as the ability to practically apply the results of such thinking. Make sure you demonstrate an understanding of biblical perspectives on the issues, and remember to engage with views expressed in some of the published literature on this subject.

Learning resources

Pre-reading:

DeYmaz, M. & Li, H., *Leading a Healthy Multi-Ethnic Church: Seven Common Challenges and How to Overcome Them*, Grand Rapids: Zondervan, 2013.

Payne, J.D., *Strangers Next Door*, Downers Grove: IVP, 2012.

Smith, E., *The Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World*, Jossey-Bass, 2012.

Literature Review:

Culture Shock! A Survival Guide to Customs & Etiquette Series, Marshall Cavendish.

Other Resources:

Anderson, D., *Multicultural Ministry: Finding Your Church's Unique Rhythm*, Grand Rapids: Zondervan, 2004.

Brynjolfson, R. and J. Lewis (eds), *Becoming an Intentionally Intercultural Church* (Waynesboro, GA: World Evangelical Alliance Missions Commission, 2004).

DeYmaz, M., *Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation* (Jossey-Bass, 2007).

DeYoung, C. P., G. Yancey, et al, *United by Faith: The Multiracial Congregation as an Answer to the Problem of Race* (OUP, 2004).

Docker, J. and G. Fischer, *Race, Colour and Identity in Australia and New Zealand* (Sydney: UNSW, 2000).

Foster, C., *Embracing Diversity: Leadership in Multicultural Congregations* (Bethesda, MD: Alban, 1997).

Jupp, J., *The Challenge of Diversity*, (Canberra: AGPS-Office of Multicultural Affairs, 1989).

Jupp, J., *From White Australia to Woomera: the Story of Australian Immigration* (Cambridge: CUP, 2003).

Keller, T., *Center Church*, Grand Rapids: Zondervan, 2012.

Keneally, T. and R. Scott (eds), *Another Country* (Halstead, 2005).

Kramer, L. J., *The Multicultural Experiment: Immigrants, Refugees and National Identity* (Sydney: Macleay, 2003).

Multicultural Australia: United in Diversity (Canberra: Australian Government Department of Immigration and Multicultural and Indigenous Affairs, 2003).

New Agenda for Multicultural Australia (Canberra: Australian Government Department of Immigration and Multicultural and Indigenous Affairs, 1999).

Rhodes, S., *Where the Nations Meet: The Church in a Multicultural World* (Downers Grove, IL: IVP, 1998).

Richmond, H (ed.), *Snapshots of Multicultural Ministry* (UCA Assembly Multicultural and Cross-Cultural Ministry, 2006).

Richmond, H. and M. D. Yang (eds), *Crossing Borders: Shaping Faith, Ministry and Identity in Multicultural Australia* (UCA Assembly and NSW Board of Mission, 2006).

Robinson, S.P., Smith and M. K. Wilson, *Mission Action Planning* (Anglicare, 2004).

Wilson, M., *Churches Crossing Cultures: A Practical Guide and Workbook for Cross Cultural Ministry in Your Church* (Anglicare, 2002).

Yancey, G., *One Body, One Spirit: Principles of Successful Multiracial Churches* (Downers Grove, IL: IVP, 2003).

ACT Standards

Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass Plus (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4