

Course Description

Catalog Description: Explores foundational cultural issues from a Christian, socio-cultural perspective. Provides opportunities for students to cultivate theory and practice of ministry in the multicultural American society, as well as the Church around the world. Includes an introduction to the theory and practice of qualitative research methodologies as they relate to Christian formation and ministry.

Elaboration: This class is co-taught, which means that the culture aspect of the course is primarily the responsibility of Dr. Little and the research aspect of the class is primarily the responsibility of Dr. Ratcliff. However, it is expected that these areas will overlap to some extent. While the first week will be co-taught, the remainder of the course will involve each teacher individually teaching the class for half of the semester. Occasionally the instructors may meet together with the class.

Objectives

The competencies described below correspond with the departmental objectives listed on the last page of this syllabus. These competencies are reflected in student activities and products, as assessed by the instructor. Thus students can expect assignments that foster:

- **Exploring theological, sociological, anthropological, and psychological foundations of culture and ministry** [Thus partially fulfilling program objective A3: Can recognize, evaluate, and attend to the diverse cultural, social, psychological, and spiritual contexts of formation and ministry]. This objective is reflected in requirement 5.
- **Reflecting upon one's own gifts, passions, and calling** [Thus partially fulfilling program objective B3: Develop an awareness of their gifts, passions, and calling in ministry]. This objective is reflected in requirements 7 and 9.
- **Engaging a cultural context that differs from one's background while contrasting the group with other selected cultures** [Thus partially fulfilling program objective C3: Communicate well orally and in writing in culturally diverse settings]. This is reflected in requirements 2, 3, 8, and 9.
- **Acquiring an initial level of competence for conducting ethnographic research** [Thus partially fulfilling program objective C5: Research humbly and consistently]. This is reflected in requirements 1, 2, 3, and 4.

Course Requirements

Because of the possibility of lost emails, no assignment is to be turned in by email. Students are encouraged to complete assignments well in advance of deadlines—computer or printer malfunction is not an acceptable excuse for late work.

The use of laptop computers is limited to taking notes in class; they should not be used for internet access, watching movies, or other activities. The final course grade can be reduced by a full grade for each violation.

Written assignments are to follow Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (2007), and should be typed, double spaced, in 12 point Times New Roman font, with one-inch margins, and carefully proofread. Proper spelling and grammar reflect care in writing and self-respect by the student, and will contribute to a positive grade for assignments.

Requirements Primarily Related to Research [Don] [500 of 1000 points]

1. Reading and Application. 5 reading and application assignments will be required, including some “half” assignments. Describe aspects of what was read that will be used or could be used in the study of the group with which you are working. 30 points each, total of 150 points.

2. Context Analysis. Download and summarize key demographic information about the area and group you are studying, from at least two sources (see your instructor). Observe systematically for at least 60 minutes (total) in a variety of locations, both inside and outside of buildings, in the area you are studying. If at all possible, include observations of ministry taking place. Summarize the demographic information and your observations. What difference does this information make for ministry to these people in this area? 100 points.

3. Interviews and Analysis. Conduct at least one interview with a ministry leader in or near the site studied (15 to 20 minutes), at least one interview with a key person in that area who is not a ministry leader (15 to 20 minutes), and interviews with at least two more typical people who are members of the group studied in that area (30 minutes total). This last part can be in the form of short informal interviews with a number of people, but at least ten minutes need to be spent with one person. 100 points for interviews, 50 points for analysis, total of 150 points.

4. Literature Review. This will include five research articles related to a particular cross-cultural group you are studying for the course, as agreed-upon by both instructors. You will *conceptually* review the five sources, avoiding the “string-of-pearls” approach. 100 points.

Requirements Primarily Related to Culture [Rich] [500 of 1000 points]

5. Readings. You will create an outline of your readings in the culture readings book, including:

- a. key themes presented by the author
- b. personal reflection on the author’s conclusions
- c. a personal reflection on the article’s contribution to cross-cultural ministry.

10 points each, total of 110 points.

6. Presentations. You will make class presentations of research-based articles related to two different cultures, with written comments that compare and contrast the two cultures. Distribute a copy of the original article and your comments for each person in the class. 50 points

7. Intercultural Competency Evaluation. This will be taken online to, as described in class, by the third week of class. Write a self-assessment of the change in competency, degree of competency in the second evaluation, and the relationship to your personal gifts, passions, and calling. 40 points.

8. Class Trips. Help lead a class trip related to the area and group of people studied. Interactions with members of that group during the field trip will be part of the grade awarded, as well as your involvement in the other class trips. 100 points.

9. Narrative and Application. A final project will consist of a paper that includes the following:

- a. A description of your involvement with the group studied, including rationale for selecting the group.
- b. Insight from your reading that informed your understandings, including references.
- c. A contrast of the culture of your chosen group with the culture of another group you have studied this semester.
- d. A personal assessment of your gifts, passions and calling to effectively work cross-culturally with this group.

e. Recommendations for effective ministry for others who may be preparing to work with this cultural group. 200 points.

Topics and Related Readings – Fall, 2008

Date	Topics & Assignments	Readings
Sept 8 (D&R)	Introduction to the Course	Syllabus
15 (D&R)	Overview of Research, Theology of Culture	Bailey P,1, Donovan 2, Ratcliff 1, Little 1
22 (D)	Topics, Sites, & Perspectives	Bailey 3,4, Donovan 3,4, Ratcliff 3
29 (D&R)	Subdominant Cultures, Entry & Observation, assignment 7 [Thai?]	Bailey 5,6, Donovan 5, Ratcliff 4, Little 5
Oct 6 (R)	Epistemology, Sociology & Worldview assignment 2	Little 3,4
13 (D)	Ethics, Interviewing	Bailey 2,7, Donovan 6,7, Ratcliff 5,6
27 (R)	Psychological Foundations & Culture Change	Little 2,6
Nov 3 (D)	Needs Analysis, Initial Analysis assignment 3	Bailey 8,9, Donovan 8, Ratcliff 7,9
10 (R)	Cross Cultural Ministry Imperatives and Effectiveness	Little 7,8
17 (D)	Program Evaluation, Formal Analysis, Statistics [field trip?]	Bailey 10,11, Donovan 9, Ratcliff 8,10
24 (R)	Cross Cultural Ministry and Training, assignment 6 [field trip?]	Little 9,10
Dec 1 (D)	Writing, Quality, & Ministry [field trip?]	Bailey 12, Donovan 10, Ratcliff 11,12
8 (D&R)	Congregational Culture, Cross-Cultural Churches, assignment 4 [temple?]	Ratcliff 2,6, Little 11
Finals Week (R)	Personal "Calling" and Ministry, assignment 9	

Grades

Grades will be assigned according to the following point scale, with up to 500 points being assigned by Rich Little and up to 500 points by Don Ratcliff:

940-1000	A	“Outstanding”	800-839	B-	“Acceptable
900-939	A-	“Superior”	770-799	C+	but below
870-899	B+	“Very Good”	740-769	C	average”
840-869	B	“Satisfactory”	< 740	F	Failing

Assignments turned in late will be penalized 5% per day, and after one week will receive a 0 (note that a 0 pulls down the grade far more than merely a failing grade). No papers can be turned in after the last regular class day of the semester. No assignment can be turned in when an absence is unexcused. Excused absences are only given for emergencies and personal illness. In unusual situations, an absence will be permitted for other reasons, but only with advance permission and if assignments are turned in advance of the missed class. The decision on an excused absence is that of the instructors.

Plagiarism, Cheating, and Dishonesty

Plagiarism is the act of representing the work of others as one's own. This and other forms of academic dishonesty are subject to strict disciplinary action, according to the following policy and procedure.

1. Students must avoid unauthorized collaboration, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.
2. Students are responsible to report to their instructor any dishonest behavior of which they are aware, or any circumstances that tend to encourage dishonesty.
3. If there are mitigating circumstances, lesser sanctions than those listed below may be applied with the concurrence of the instructor's superior (i.e. chair or dean).

Suspicion of Dishonesty

1. Students suspected of dishonesty will be confronted discretely and a response solicited.
2. If the student admits to dishonesty, appropriate disciplinary action (as described below) will be applied and a report made to the Student Development Office. The student will also be informed of his or her right of appeal.
3. If the student denies dishonesty, but not to the satisfaction of the instructor, the matter will be referred to the petitions subcommittee of the Educational Policies and Curriculum Committee, who with the Dean of Students will hear both parties and submit their recommendations to the Vice President for Student Development, who shall make a determination.
4. Any further appeals will follow the College process of appeals.

Conformation of Dishonesty

1. A grade of zero will be assigned to any individual assignment or test on which a student has been dishonest.
2. In the case of inadvertent plagiarism, the instructor may at his discretion require that the assignment or examination be rewritten, and may assign a grade one letter grade lower than it otherwise would have been.
3. In the case of a second instance of dishonesty in a course, a student will be dropped from that course with a grade of F and placed on disciplinary probation.
4. Successive acts of dishonesty may result in expulsion from the College, subject to standard procedures of the Student Development Office.
5. A Student who knowingly assists another student in dishonest behavior is equally guilty and subject to the same degrees of sanctions.

Adapted from the Wheaton College faculty handbook (section 3.1.16)

The information in this syllabus is subject to revision, as announced in regular class periods. Students are responsible for course content and any announcements made when absent, regardless of the reason for missing the class.

M.A. in Christian Formation and Ministry

The Christian Formation and Ministry department seeks to develop academically grounded, spiritually whole, and practically skilled ministers of the Gospel who are prepared to build up the Church in a changing world.

M.A. objectives highlighted in CFM 514 Culture and Ministry are bolded. CFM 514 objectives are bolded and bulleted.

Therefore we diligently seek to develop wise and compassionate servants of Christ who are

Academically grounded in that they..

- A 1. Possess a strong biblical/ theological basis for formation and ministry.
- A 2. Understand and appreciate the historical and philosophical antecedents of Christian formation and ministry.
- A 3. Can recognize, evaluate, and attend to the diverse cultural, social, psychological, and spiritual contexts of formation and ministry.**
 - **Exploring sociological, anthropological, and psychological foundations of culture and ministry.**
- A 4. Develop a critical understanding of the educational and spiritual processes by which people grow in personal and corporate settings.

A Strong Philosophy of Ministry

Spiritually whole in that they are...

- B 1. Committed to an ongoing life of discipleship and spiritual growth as the foundation of effective ministry.
- B 2. Committed both personally and corporately to work for God's global Kingdom purposes though the universal and local Church.
- B 3. Developing an awareness of their gifts, passions, and calling in ministry.**
 - **Reflecting upon one's own gifts, passions, and calling.**

*A Deep Love
for God and others*

Practically skilled in that they...

- C 1. Teach effectively and handle Scripture wisely with an eye to integrate theory into creative practice.
- C 2. Propose compassionate ministry approaches that promote a thoughtful concern for the interior life and help bear burdens with the wounded.
- C 3. Communicate well orally and in writing in culturally diverse settings.**
 - **Engaging a cultural context that differs from one's background while contrasting the group with other selected cultures**
- C 4. Promote strong interpersonal relationships in ministry teams.
- C 5. Research humbly and consistently.**
 - **Acquiring an initial level of competence for conducting ethnographic research.**

A Growing Capacity to Facilitate Spiritual Transformation

Recognizing that every student has been uniquely gifted by God and brings past experience which informs his or her worldview, we as a department seek to further equip them for service in God's Kingdom.