



HARDING SCHOOL OF THEOLOGY

BMIS 5920 MULTICULTURAL MINISTRY, Fall 2023, Mondays, 8:15-10:55 a.m.
Dr. Steve Cloer

Course description

Building on a biblical theology of diversity, hospitality, reconciliation, and inclusion, this course will study issues of leadership, worship, and evangelism in a multicultural church. Models of multicultural churches will be surveyed. Application to various ministries will be experienced through a field education experience and case studies.

The course contributes to the following degree outcomes:

- Demonstrate the skills associated with leadership in their ministry specialization. (MACM)
- Demonstrate the ability to integrate the scriptures and theological tradition with diverse contemporary cultural contexts. (MACM and M.Div.)
- Demonstrate the skills associated with providing ministerial leadership for churches and communities. (M.Div.)

Additional course objectives

- Develop and cultivate an open and hospitable spirit to people of diverse racial and economic backgrounds.
- Reflect on the critical issues necessary to lead churches and ministries that are multicultural.

Required textbooks

Mark Lau Branson and Juan F. Martinez, *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*, 2nd ed. (Downers Grove, IL: InterVarsity Press, 2023).

M. Daniel Carroll R., *The Bible and Borders: Hearing God's Word on Immigration* (Grand Rapids, MI: Brazos, 2020).

George Yancey, *Beyond Racial Division: A Unifying Alternative to Colorblindness and Antiracism* (Downers Grove, IL: IVP Books, 2022).

Bill Ehlig and Ruby Payne, *What Every Church Member Should Know About Poverty* (Highlands, TX: Aha! Process, 2005).

Jonathan Benz, *The Recovery-Minded Church: Loving and Ministering to People with Addiction* (Downers Grove, IL: IVP Books, 2015).

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to ensure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books.

Additional required readings

- Sherwood Lingenfelter and Marvin Mayers, *Ministering Cross-Culturally: An Incarnation Model for Personal Relationships*, 3d ed. (Grand Rapids: Baker, 2016), 17-24.
- Jayson Georges, *The 3D Gospel: Ministry in Guilt, Shame, and Fear Cultures*, (Timē Press, 2017), 9-33.
- W. Jay Moon and W. Bud Simon, *Effective Intercultural Evangelism: Good News in a Diverse World* (Downers Grove, IL: InterVarsity Press, 2021), 26-41.
- Daniel Rodriguez, "Did Jesus Have a Green Card?: Biblical Justice, the Mission of God, and the Church's Response to Undocumented Immigrants," *Teleios 2* (Winter 2022), 33-47.

Additional readings, course notes, a place to submit assignments, and grades are available on Canvas. To access the Canvas course page, go to <http://elearning.harding.edu>.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: secloer@harding.edu

Office Phone Number: 901-432-7724

Office: Ijams Administration Building 209

Requirements and grading

1. Reading of assigned texts and class participation (10%)
2. Cultural Autobiography Essay (10%)
3. Cultural Awareness Report (10%)
4. Midterm Exam (20%)
5. Cross-Cultural Project and Reflection Paper (30%)
6. Final Exam (20%)

Grading scale: 100-90 (A), 89-80 (B), 79-75 (C), 74-70 (D), 69 and below (F)

Students should complete all readings before the session for which they are assigned and should be prepared to contribute to the discussion of the readings in class.

If a student is absent from a class session (or unable to be fully present), the student must communicate with the professor ahead of time. The student must watch the recording of the class session and write a 500-word summary of the class lecture and discussion. This is due no later than one week after the absence. Failure to do so will result in a deduction of the class participation grade.

Students who are absent more than two class sessions (without approval by the dean) will be penalized ten points off the final grade.

Late assignments will be deducted one letter grade. For every day further the assignment is late, three points per day will be deducted on top of the one letter grade.

Academic integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

Credit hour workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library resources

If you have not taken 5990 (Advanced Theological Research) or took it more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990. These annotated bibliographies list basic tools you will find helpful in your research.

Course schedule

August 14

- (1) Revelation 5:6-14
- (2) Review Syllabus
- (3) A Brief Theology of Gospel, Mission, and Diversity

August 21

- (1) Acts 2:1-8
- (2) Branson & Martinez, pgs. 1-76
- (3) A Brief Theology of Gospel, Mission, and Diversity

August 28

- (1) Luke 10:1-11
- (2) Branson & Martinez, pgs. 77-122

- (3) Cultural Backgrounds, Worldviews, and Intercultural Differences
- (4) Cultural Autobiography Essay Due**

September 4

- (1) Gal. 3:23-29
- (2) Lingenfelter and Mayers, 17-24
- (3) Georges, 9-33
- (4) Moon and Simon, 26-41
- (5) Cultural Backgrounds, Worldviews, and Intercultural Differences

September 11

- (1) Eph. 2:11-22
- (2) Branson & Martinez, pgs. 123-198
- (3) Cultural Backgrounds, Worldviews, and Intercultural Differences
- (4) Cultural Awareness Report Due**

September 18

- (1) Mt. 5:1-12
- (2) Branson & Martinez, pgs. 199-270
- (3) Practices for Navigating Intercultural Differences
- (4) Cross-Cultural Project Prospectus Due**

September 25 Mid Term Exam

October 2

- (1) Acts 10:1-35
- (2) Engaging Racial Reconciliation Issues
- (3) Yancey, 1-106

October 9 STUDY BREAK

October 16

- (1) Gal. 2:1-14
- (2) Engaging Racial Reconciliation Issues
- (3) Yancey, 107-198

October 23

- (1) Acts 11:19-26; 13:1-3
- (2) Engaging Hispanic Community & Immigration Issues
- (3) Carroll, pgs. 1-84

October 30

- (1) Luke 10:25-37
- (2) Engaging Hispanic Community & Immigration Issues

- (3) Carroll, pgs. 85-120
- (4) Rodriguez article

November 6

- (1) Acts 6:1-10
- (2) Engaging People in Poverty
- (3) Payne and Ehlig, pgs. 1-70

November 13

- (1) Jer. 29:4-7
- (2) Engaging People in Poverty
- (3) Payne and Ehlig, pgs. 71-132

November 20 THANKSGIVING BREAK

November 27

- (1) Luke 15:11-32
- (2) Engaging People in Poverty
- (3) Benz, pgs. 1-164

December 4 **Cross-Cultural Ministry Project Due & Final Exam**

Cultural Autobiographical Essay

Students are required to write a brief essay of 3-4 pages that gives an autobiography of your cultural and ethnic journey – both in your self-awareness of ethnicity and experiences in diverse and cross-cultural contexts. Refer to Branson & Martinez, p. 17-18 for further guidance. The essay should engage all the questions listed by Branson & Martinez at some level. We will discuss this in class. The essay is due **August 28**.

Cultural Awareness Report

Students are required to take the BVQ test created by Lingenfelter and Mayers. The students are to complete the test and score themselves. Students are also required to take the IDI (Intercultural Development Inventory) and de-brief their results with a one-on-one meeting with their professor. Students are also required to take the Culture test online. Students are to write a 3-4 page report describing the results of these assessments and offer key reflections on what they gained through these assessments. This report is due **September 11**.

Cross Cultural Ministry Project and Paper

Students are required to participate in a cross-cultural ministry project where the student spends 15 hours engaging in a diverse or cross cultural ministry experience. The goal is for the student to explore other cultures, learn new interests, and grow in a hospitable spirit. The prospectus for the student's project is due **September 18**. This is a one-page document that explains the plan for the project and rationale behind what has been chosen. This must be approved by the professor.

After the project is completed, a reflection paper is to be written of 15 pages. This reflection paper should document where the hours were spent on the project, identify assumptions going into the project, describe observations from the experience, and offer some brief ministry reflections on how the student has grown, incorporating what the student has learned through the Culture Autobiography Paper, BVQ inventory, IDI, and Culture Test. The paper should also include a theological section on mission, gospel, and culture that utilizes course materials and Scripture as a way to undergird the project. An in-depth description of the format of the paper and a rubric for grading will be given in class. The paper is to be submitted on Canvas by 11:59pm (CST) on Monday, December 4.

Examples of Cross Cultural Ministry Project

- Participate in the life of a multicultural church or a church where you would be an ethnic or cultural minority.
- Participate in recovery culture by attending recovery meetings of various kinds
- Serve in ministries that engage people in impoverished backgrounds. This would need to include key relational interactions.
- Interview church leaders of a different race and learn more about their experience in ministry, particularly around multicultural issues (pp. 43-44 in Branson and Martinez for guide).
- Visit and observe other religious experiences (mosque, synagogue, etc). This would need to include interviewing religious leaders to understand their cultural worldview and rituals.
- Participate in an international ministry that serves students or families from another country.
- Do an internship at in a faith-based clinic that serves underserved patients, offering spiritual care to families and children who are patients.

Recommended resources

1. Multicultural Churches and Ministries

Anderson, David. *Gracism: The Art of Inclusion*. Downers Grove, IL: InterVarsity Press, 2007.

Conde-Frazier, Elizabeth, S. Steve Kang, and Gary A. Parrett. *A Many-Colored Kingdom: Multicultural Dynamics for Spiritual Formation*. Grand Rapids: Baker Academic, 2004.

DeYoung, Curtiss Paul, et. al. *United by Faith: The Multiracial Congregation as an Answer to the Problem of Race*. New York: Oxford Press, 2003.

Georges, Jayson. *The 3D Gospel: Ministry in Guilt, Shame, and Fear Cultures*. Time Press, 2017.

Gray, Derwin L. *Building a Multiethnic Church*. Nashville: Thomas Nelson, 2021.

Lingenfelter, Sherwood. *Leading Cross-Culturally: Covenant Relationships for Effective Christian Leadership*. Grand Rapids, MI: Baker, 2008.

Lingenfelter, Sherwood and Judith Lingenfelter. *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching*. Grand Rapids, MI: Baker, 2003.

- Lingenfelter, Sherwood and Julie Green. *Teamwork Cross-Culturally: Christ-Centered Solutions for Leading Multinational Teams*. Grand Rapids, MI: Baker Academic, 2022.
- Lingenfelter, Sherwood and Marvin Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. 3d ed. Grand Rapids: Baker Academic, 2016.
- Nieman, James and Thomas Rogers. *Preaching to Every Pew: Cross-Cultural Strategies*. Minneapolis, MN: Fortress, 2001.
- Rah, Soong-Chan. *The Next Evangelicalism: Freeing the Church from Western Cultural Captivity*. Downers Grove, IL: InterVarsity Press, 2009.
- Smith, Efreem. *The Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World*. Rev. ed. Minneapolis, MN: Fortress, 2020.
- Wong, Daniel L. "Preaching in a Multicultural World," *Preaching: The Professional Journal for Preachers* 23 (March-April 2008).
- Yancey, George A. *One Body, One Spirit: Principles of Successful Multiracial Churches*. Downers Grove, IL: InterVarsity Press, 2003.

2. Racial Issues

- Augustine, Jonathan C. *Called to Reconciliation: How the Church Can Model Justice, Diversity, and Inclusion* (Downers Grove, IL: InterVarsity Press, 2022).
- Brice, Tanya Smith. *Reconciliation Reconsidered: Advancing the National Conversation on Race in Churches of Christ* (Abilene: ACU Press, 2016).
- Emerson, Michael O. and Christian Smith. *Divided by Faith: Evangelical Religion and the Problem of Race in America*. New York: Oxford Press, 2000.
- Hays, J. Daniel. *From Every People and Nation: A Theology of Race*. Downers Grove, IL: InterVarsity Press, 2003.
- Holloway, Gary and John York. *Unfinished Reconciliation: Justice, Racism, and Churches of Christ*. Abilene, TX: ACU Press, 2003.
- McLaughlin, Don. *Love First: Ending Hate Before It is Too Late*. Abilene, TX: Leafwood, 2017.
- Morrison, LaTasha. *Be the Bridge: Pursuing God's Heart for Racial Reconciliation*. Colorado Springs: Waterbrook, 2019.
- Perkins, John. *One Blood: Parting Words to the Church on Race and Love*. Chicago: Moody, 2018.
- Williams, Jarvis J. *Redemptive Kingdom Diversity: A Biblical Theology of the People of God*. Grand Rapids: Baker Academic, 2021.

3. Poverty and Immigration Issues

- Carroll R., Daniel, *Christians at the Border: Immigration, the Church, and the Bible*. Grand Rapids, MI: Brazos Press, 2013.
- Corbett, Steve and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor...and Yourself*. Chicago: Moody, 2014.

- George, Sam and Miriam Adeney, eds. *Refugee Diaspora: Missions Amid the Greatest Humanitarian Crisis of the World*. Littleton, CO: William Carey Publishing, 2012.
- Hamilton, Mark W. *Jesus, King of Strangers: What the Bible Really Says about Immigration*. Grand Rapids: Eerdmans, 2019.
- James, Larry M. *The Wealth of the Poor: How Valuing Every Neighbor Restores Hope in our Cities*. Abilene, TX: ACU Press, 2013.
- Lupton, Robert. *Compassion, Justice, and the Christian Life: Rethinking Ministry to the Poor*. Grand Rapids, MI: Baker, 2007.
- _____. *Toxic Charity: How Churches and Charities Hurt Those They Help and How to Reverse it*. New York: Harper One, 2012.
- Nabors, Randy. *Merciful: The Opportunity and Challenge of Discipling the Poor out of Poverty*. Self-published, 2015.
- Perkins, John M. ed. *Restoring At-Risk Communities: Doing it Together and Doing it Right*. Grand Rapids: Baker, 1995.
- Rodriguez, Daniel. "Hispanic Ministry Where Language is No Barrier." *Missiology: An International Review* 38 (October 2012): 432-442.
- Sider, Ronald J., Philip N. Olson, and Heidi Rolland Unruch. *Churches that Make a Difference: Reaching Your Community with Good News and Good Works*. Grand Rapids: Baker, 2002.

Websites and Other Resources

www.scofc.org/racialunity

www.theculturetest.com

<https://nacofc.org/antiracism>

<https://implicit.harvard.edu/implicit/>

"The Danger of a Single Story," Chimamanda Ngozi Adiche, TEDGlobal 2009,

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/c

Use of technology

Canvas Online Learning System

In addition to the live video platform Zoom.us (see below), this course uses Harding's *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email, you may use the email system contained in the Canvas learning management system or email your professor directly at secloer@harding.edu.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.

HST Live Interactive Video Education (HST LIVE) via ZOOM

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

The HST LIVE/Zoom Meeting ID for this course can be found on Canvas.

Students new to HST LIVE should watch the HST LIVE orientation video before the first day of class. That video can be found at <https://hst.edu/students/canvas-online-learning/>.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

LIVE Etiquette:

- HST Live is a convenience for distance broadcast and attendance. In terms of responsibilities, it is no different than on-campus participation. Attendance at all class sessions is required just as if in residence on the Memphis campus.
- “Making up” a missed session by watching the recording will be granted only in extreme cases such as illness or family emergency (the same policy for those on the Memphis campus). Please make arrangements in your ministry context or employment to be in attendance for all scheduled sessions (e.g. a staff meeting is not an excused absence). The same applies to arriving late or leaving early.
- Be seated in an environment that approximates a classroom setting (for example, a chair at a desk in your office). Create a distraction free environment. It is not acceptable to sit or lie down on your bed or in a recliner, lounge on your deck or on the beach, or sit in a coffee shop, etc.
- Remain stationary at your computer during the class session except during breaks. If you must go to the restroom & mute your audio/video, Then return to your screen, un-mute, and resume the class.
- Arrange for your HST Live environment to be distraction free (for example, no family noise, TV, etc.).
- Failure to observe these and related etiquette matters will result in grade reductions at the professor’s sole discretion.