



# EM008-612/812

## Ministry in a Culturally Diverse Context

### Unit Outline

#### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Ministry in a Culturally Diverse Context**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2020

## 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 Handbook**, copies of which may be found in the Library or online at the ACT's website: [www.acttheology.edu.au](http://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 ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT's website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

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

### **Statement on Assessment of Ethical Risk:**

The Human Research Ethics Committee (HREC) of Queensland Theological College (QTC) considered the assessments for this unit on 28 October 2019. This committee operates under the oversight of the Academic Sub-Committee of the QTC Faculty. The HREC has agreed that the human research elements of the assessments for this unit are low risk and has approved the assessments. However, to mitigate any risk, notes will be placed in the assessment rubrics in the unit outline issued to students indicating that anyone interviewed is to be de-identified, and any records of interviews conducted by students are to be destroyed after the end of the unit. De-identified materials submitted as part of an assignment may be retained, but original notes or recordings are to be destroyed.

# 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 from 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. This unit 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

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate developing knowledge and understanding of ministry in culturally diverse settings

#### Be able to:

1. Define biblical and theological perspectives on culturally diverse ministry
2. Analyse the cultural context of contemporary Australia
3. Under supervision, observe Christian ministry in a culturally diverse context
4. Present analytical evidence-based perspectives on ministry in culturally diverse settings

#### Be in a position to:

1. Apply perspectives and skills from 'Ministry in a Culturally Diverse Context' in ministry contexts

### EM618 Learning outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate advanced knowledge and understanding of, and the research underlying, ministry in culturally diverse settings

#### Be able to:

1. Investigate biblical and theological perspectives on culturally diverse ministry
2. Examine the cultural context of contemporary Australia

3. Under supervision, observe Christian ministry in a culturally diverse context
4. Present research-aware evidence-based perspectives on ministry in culturally diverse settings

Be in a position to:

1. Apply perspectives and skills from 'Ministry in a Culturally Diverse Context' to ministry practice as a reflective practitioner

## How this Unit Contributes to the Course

This unit is offered as an elective for students enrolled in the DipTh, DipMin, AssocDegTh, BTh, BMin, GradCertDiv, GradDipDiv or MDiv.

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 pre-requisites or co-requisites for this unit.

## How this unit is organized & what we expect of you

This unit will be taught over four Thursdays and the following Fridays at intervals throughout the semester, with four lectures on each Thursday and six lectures on each Friday.

The lecture days are:

**Thursday 27 and Friday 28 February**

**Thursday 12 and Friday 13 March**

**Thursday 26 and Friday 27 March**

**Thursday 23 and Friday 24 April.**

On **Thursdays**, the first lecture will commence **11:45am** and the last will conclude at **4:15pm**.

On **Fridays**, the first lecture will commence **9:30am** and the last will conclude at **4:15pm**.

Students should be aware that the **first assessment item** for this unit is a **Literature Review** which is **due on Friday 28 February**. See 'Assessments' and 'Learning Resources' in this Unit Outline for more details.

All students are also required to spend **a minimum of 20 hours participating in the life of a congregation**. This congregation must be either a culturally diverse congregation or a mono-cultural congregation of a culture other than the student's own. With the help of members of that church, all students are to observe non church attending people of that culture in their social and family contexts.

Additionally, students are required to discern the challenges with regard to cultural variables, such as leadership patterns and processes, learning style and worship preferences. Students are also to consider possible strategies for the future ministry of the congregation.

**It is essential that you arrange to be present on all the above dates, that you arrive on time, and that you remain until the end of the last lecture of each day. You must also make appropriate arrangements early in the semester to participate in the life of a congregation.**

**You should not enrol for this unit unless you are able to meet these expectations.**

This unit is worth 12 credit points towards your degree. A 12 credit-point unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. 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 EM018.

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, and if you require an extension for one of your assessments please contact the QTC Registrar as early as possible.

## Teaching staff

COURSE CO-ORDINATOR AND LECTURER

**Rev Dr Richard Shumack**

E [rshumack@qtc.edu.au](mailto:rshumack@qtc.edu.au)

## Other key contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc. or request an extension for your assessment (criteria apply).

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

P 07 3062 6939

### Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

P 07 3062 6939

**Library/Resources**

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

P 07 3062 6939

**Unit timetable: topics, teaching and learning activities**

Week	Topic
<p><b>Lecture Block 1</b> <b>27 &amp; 28 February</b></p>	<p>Theological Perspectives on:</p> <ul style="list-style-type: none"> <li>• Unity and community; Trinitarian implications</li> <li>• Culture, ethnicity and cultural distance</li> <li>• Ecclesiology and diversity</li> </ul>
<p><b>Lecture Block 2</b> <b>12 &amp; 13 March</b></p>	<p>Sociological Perspectives:</p> <ul style="list-style-type: none"> <li>• Ethnicity and culture in Australia</li> <li>• Government policy</li> <li>• Demographics</li> </ul> <p>Global Perspectives:</p> <ul style="list-style-type: none"> <li>• Globalism</li> <li>• Globalism &amp; culture</li> <li>• Refugees and immigration</li> <li>• Theology and missiology in the refugee context</li> </ul>
<p><b>Lecture Block 3</b> <b>26 &amp; 27 March</b></p>	<p>Issues and Debates in Cross Cultural Ministry:</p> <ul style="list-style-type: none"> <li>• Congregational models</li> <li>• Mono &amp; multi ethnic models</li> <li>• Homogeneous unit principle</li> <li>• Leadership</li> <li>• Language issues</li> <li>• Worship and learning styles</li> </ul>
<p><b>Lecture Block 4</b> <b>23 &amp; 24 April</b></p>	<p>Models of Cross Cultural Ministry:</p> <ul style="list-style-type: none"> <li>• Case studies, local and international</li> <li>• Visiting practitioners</li> </ul> <p>Local Church Implications:</p> <ul style="list-style-type: none"> <li>• Exercise in developing indigenous models of ministry reflecting local demographics</li> <li>• Issues in implementation and evaluation of new models</li> </ul>

## EM018-612 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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, 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, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
<b>Literature Review</b> <b>700 words</b> <b>15% of final grade</b> <b>Due 28 February 2020</b>	<b>Read and review one book</b> (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.
<b>Research Project</b> <b>1800 words</b> <b>35% of final grade</b> <b>Due 24 April 2020</b>	<b>Interview two established migrants</b> (i.e. more than two years) about life in Australia. Utilise questions provided in class to 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 ( <b>800 words</b> ) and then, with reference to relevant literature, discuss what the interviews reveal about the joys and challenges of crossing culture ( <b>1000 words</b> ).  <b>Note:</b> This project must be undertaken according to the ethics procedures of QTC. See Guide to Assessments, below, for details. Also, QTC has identified potential counsellors to assist with addressing any emotional needs that may arise in the interviewees. Please contact QTC Academic Services on <a href="mailto:registrar@qtc.edu.au">registrar@qtc.edu.au</a> if need for counselling arises.

**Major Essay**

**3000 words**

**50% of final grade**

**Due 12 June 2020**

**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. In your discussion of these matters, reflect on your 20 hours of participation in the life of a congregation.



## EM018-812 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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, 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, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
<b>Literature Review</b> <b>1000 words</b> <b>15% of final grade</b> <b>Due 28 February 2020</b>	<b>Read and review one book</b> (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.
<b>Research Project</b> <b>2500 words</b> <b>35% of final grade</b> <b>Due 24 April 2020</b>	<b>Interview two established migrants</b> (i.e. more than two years) arrived migrants from the same or similar cultures about life in Australia. Utilize questions provided in class to 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 ( <b>800 words</b> ) 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 migrants. ( <b>1700 words</b> ).  <b>Note:</b> This project must be undertaken according to the ethics procedures of QTC. See Guide to Assessments, below, for details. Also, QTC has identified potential counsellors to assist with addressing any emotional needs that may arise in the interviewees. Please contact QTC Academic Services at <a href="mailto:registrar@qtc.edu.au">registrar@qtc.edu.au</a> if need for counselling arises.

**Major Critical Essay**

**4000 words**

**50% of final grade**

**Due 12 June 2020**

**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 to a particular context of your choice. In your discussion of these matters, reflect on your 20 hours of participation in the life of a congregation.

## 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 been dealt with more thoroughly.

### Research Project

This assessment, on recent migrants, 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 migrant context requires the student to exhibit a high degree of empathy, patience and compassion in seeking to appreciate the migrant experience and understand as deeply as possible the motivations, fears, longings and joys involved in walking the migrant pathway.

The marker will be primarily looking to see the diligent exercise of all these features of seeking a deep personal engagement with the migrant experience. Secondly, but importantly, some key implications of the migrant 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.

**Important note:** The Human Research Ethics Committee (HREC) of QTC requires that any person interviewed is to be de-identified, and any records of interviews conducted by students are to be destroyed after the end of the unit. De-identified materials submitted as part of an assignment may be retained, but original notes or recordings are to be destroyed. Please contact QTC Academic Services if you're concerned that emotional needs arising in interviewees may require counselling.

### 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

### Literature Review suggestions:

One of the titles from: *Culture Shock! A Survival Guide to Customs & Etiquette Series*, Marshall Cavendish.

### Required reading:

**Students are expected to read these resources, but may or may not choose to purchase them. 2 copies of each are available in the library for borrowing.**

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

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

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

### Further reading:

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

Australian Department of Immigration and Multicultural Affairs. *Multicultural Australia, United in Diversity: updating the 1999 new agenda for multicultural Australia: strategic directions for 2003-200*. Canberra, ACT: Australian Government Department of Immigration and Multicultural and Indigenous Affairs, 2003.

Australian Department of Immigration and Multicultural Affairs. *New Agenda for Multicultural Australia*. Canberra, ACT: Australian Government Department of Immigration and Multicultural Affairs, 1999.

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*. San Francisco, CA: Jossey-Bass, 2007).

DeYoung, C. P. Michael O. Emerson, George A. Yancey and Karen Chai Kim. *United by Faith: The Multiracial Congregation as an Answer to the Problem of Race*. Oxford: OUP, 2004.

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

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

Jupp, J. *The Challenge of Diversity*. Canberra, ACT: 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, MI: Zondervan, 2012.

Keneally, T. and R. Scott, eds. *Another Country*. Southerley 64. Broadway, NSW: Halstead, 2005.

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

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

Richmond, H. ed. *Snapshots of Multicultural Ministry*. Sydney, NSW: 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*. Sydney, NSW: UCA Assembly and NSW Board of Mission, 2006.

Robinson, S.P., Cheryl Smith and M. K. Wilson. *Mission Action Planning: The M.A.P. for Churches and Organisations in the 21<sup>st</sup> Century*. Sydney, NSW: Anglicare, 2004.

Wilson, M. *Churches Crossing Cultures: A Practical Guide and Workbook for Cross Cultural Ministry in Your Church*. Sydney, NSW: 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+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4