



EM018-612/812

Ministry in a Culturally Diverse Context

Also EM206-912 Specialised Studies in Evangelism & Missiology:
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 2023

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 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 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.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at www.acttheology.edu.au/documents/ for full details.

Statement on Assessment of Ethical Risk:

The Human Research Ethics Committee (HREC) of Queensland Theological College (QTC) considered the assessments for this unit on 1 November 2022. 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

EM018-612 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

EM018-812 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

EM206-912 Learning Outcomes

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

Know and understand

1. Demonstrate specialised knowledge and understanding of, and research principles and methods used in, the evangelism / missiology perspectives of Specialised Studies – Evangelism and Missiology – theologies / concepts / practices etc.

Be able to:

1. Evaluate specialised methods and issues in investigating the approaches to the evangelism / missiology perspectives of Specialised Studies – Evangelism and Missiology – theologies / concepts / practices etc. and their contemporary applications
2. Integrate diverse research perspectives, and ministry practices in investigating the evangelism / missiology perspectives of Specialised Studies – Evangelism and Missiology – theologies / concepts / practices etc. and their contemporary applications
3. Present independent research driven perspectives, and ministry perspectives and practices in the articulation and application of the evangelism / missiology perspectives of Specialised Studies – Evangelism and Missiology – theologies / concepts / practices etc and their contemporary applications

Be in a position to:

1. Apply current research based perspectives, practices and skills from 'Specialised Studies – Evangelism and Missiology – theologies / concepts / practices etc.' for ministry practice and Christian living 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. MTS 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 EM018-612 or EM018-812.

Students of EM206-912 must have completed 48cps at Level 8, and 24cps in EM.

How this unit is organised & what we expect of you

LECTURE DAYS:

The unit will be taught on four pairs of Thursdays and Fridays.

Thursday **2** and Friday **3 March**

Thursday **16** and Friday **17 March**

Thursday **20** and Friday **21 April**

Thursday **4** and Friday **5 May**

TEACHING HOURS:

Thursdays: 11.45am – 12.35pm; 1.25m – 4.15pm

Fridays: 9.30am – 10.20am; 10.45am – 12.35pm; 1.25pm – 4.15pm.

UNIT READINGS:

Students are expected to read these resources over the duration of the unit. You may or may not choose to purchase them. Two 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: 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.

STUDY COMMITMENT:

Students should be aware that the **first assessment item** for this unit is a **Literature Review** which is **due on Friday 24 February (a week before your first class)**. 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 or EM206.

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

UNIT CO-ORDINATOR AND LECTURER

Rev Dr Richard Shumack

E rshumack@qtc.edu.au

Please feel free to contact Richard if you have any problems or concerns about the unit.

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).

P 07 3062 6939

E registrar@qtc.edu.au

Moodle and Turnitin functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle or Turnitin. For class recordings on Moodle contact the library – see below.

P 07 3062 6939

E registrar@qtc.edu.au

Library/Resources

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

Also contact the library for any queries about audio recordings of your class on Moodle.

Please note: We do our best to upload recordings of all lectures to Moodle, but for various reasons they sometimes cannot be provided.

P 07 3062 6939

E library@qtc.edu.au

Unit timetable: topics, teaching and learning activities

Week	Topic
Lecture Block 1 2 & 3 March	Theological Perspectives on: <ul style="list-style-type: none"> • Unity and community; Trinitarian implications • Culture, ethnicity and cultural distance • Ecclesiology and diversity
Lecture Block 2 16 & 17 March	Sociological Perspectives: <ul style="list-style-type: none"> • Ethnicity and culture in Australia • Government policy • Demographics Global Perspectives: <ul style="list-style-type: none"> • Globalism • Globalism & culture • Refugees and immigration • Theology and missiology in the refugee context
Lecture Block 3 20 & 21 April	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
Lecture Block 4 4 & 5 May	Models of Cross Cultural Ministry: <ul style="list-style-type: none"> • Case studies, local and international • Visiting practitioners Local Church Implications: <ul style="list-style-type: none"> • Exercise in developing indigenous models of ministry reflecting local demographics • Issues in implementation and evaluation of new models

EM018-612 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
<p>Literature Review 700 words 15% of final grade Due: Friday 10 March</p>	<p>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.</p>
<p>Research Project 1800 words 35% of final grade Due: Friday 28 April</p>	<p>Interview two established migrants (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.</p> <p>Describe your key findings (800 words) and then, with reference to relevant literature, discuss what the interviews reveal about the joys and challenges of crossing culture (1000 words).</p> <p>Note: This project must be undertaken according to the ethics procedures of QTC. See Guide to Assessments, below, for</p>

	<p>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 registrar@qtc.edu.au if need for counselling arises.</p>
<p>Major Essay 3000 words 50% of final grade Due: Friday 16 June</p>	<p>Research and reflect upon one contemporary approach to Christian ministry in a cross-cultural context, and write up your findings in the following terms:</p> <ul style="list-style-type: none"> - 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 by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
Literature Review 1000 words 15% of final grade Due: Friday 24 February	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.
Research Project 2000 words 35% of final grade Due: Friday 28 April	Interview two established migrants (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 (800 words) and then, in interaction with relevant literature, analyse what the interviews reveal about the joys and challenges of crossing

	<p>culture, including issues that Australian Christians should be aware of when relating to these migrants. (1200 words).</p> <p>Note: 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 registrar@qtc.edu.au if need for counselling arises.</p>
<p>Major Essay 3500 words 50% of final grade Due: Friday 16 June</p>	<p>Research and evaluate one contemporary approach to Christian ministry in a cross cultural context, and write up your findings in the following terms:</p> <ul style="list-style-type: none"> - Analyse 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.

EM206-912 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

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 **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 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. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENTS	DESCRIPTION
Book Review 1500 words 20% of final grade Due: Friday 24 February	Review M. DeYmaz's <i>Building a Healthy Multi-Ethnic Church: Mandate, Commitments, and Practices of a Diverse Congregation</i> , with special reference to the book's ideas on, and personal reflection upon, how to create healthy multi-ethnic Sunday services.
PowerPoint Presentation (notional) 2000 words 30% of final grade Due: Friday 28 April	Prepare a PowerPoint (or equivalent) presentation of an ordinary church service that intentionally engages three significant cultures in both form and content. The presentation should include at least the following elements: <ul style="list-style-type: none"> - Welcome - Songs - Church news, including an invitation to a church lunch - Bible readings - Sermon outline/theme - Prayer Each element should display awareness of, and skill at negotiating, cultural imagination about gospel concepts, pedagogy, music styles, potential ESL concerns, and social integration mores.

See over for next assessment item.

<p>Research Essay 3500 words 50% of final grade Due: Friday 16 June</p>	<p>Assume (real or imagined) a local church context incorporating significant cultural groups from each of a strong shame/honour, fear/power, and pleasure/pain moral framework contexts.</p> <p>First identify each of the three groups and outline at least three significant ways that their particular dominant moral frameworks impacts on how church operates in an ordinary Sunday service.</p> <p>Then, in discussion with the literature on multi-ethnic church and the homogenous unit principle, argue for your "best model" for how to do an ordinary church service in a way that maximises gospel and social inclusion for all groups.</p>
---	--

Guide to assessments

What are we looking for?

GENERAL REMARKS

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for EM001-512 or EM001-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

For EM018-612 and EM018-812

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.

Advice for when interviewing people for an assessment item:

- A) When interviewing people from an English as a Second Language (ESL) background, students should take great care that the Interviewee understands what they, as a Student Interviewer plan to do with the interview contents, assignment and the results.
- B) Students should show great care and consideration when deciding who to interview. For example, a student wishing to interview someone who may suffer from dementia or a mental impairment should be aware that there would be additional risks and factors to consider. In this case, the student should speak to the Lecturer and the QTC Academic Dean before proceeding.
- C) Students should create their own Interviewee consent form which should be signed by the Interviewee. The form should include the following basic components:
 - A statement that the Interviewee consents to the interview, and gives consent for the contents of the interview to be used in an assignment for the particular unit code. Students must include a sentence that specifies that the particular unit code is a unit of the Australian College of Theology.
 - A statement asking the interviewee to acknowledge that that the transcript/contents of the interview will be included as an appendix in an assignment/essay for the [Students Name] as part of their academic requirements for their [Course Name].
 - A Confidentiality Clause. This will vary from Student to Interviewee, depending on what the student is going to do with the document. If the Interview will only be used for the assignment, then a statement to the effect of "both the Interviewer and the Interviewee understand that the content of the interview will be kept confidential between the two parties."
 - The form should also specify who will view the interview content in its assignment form. A statement should be included to the effect that "the Interviewee acknowledges that the interview material may be viewed by the student's lecturer, the QTC Registrar, and/or QTC Academic Dean as well possibly be viewed by ACT Moderator for that unit."
 - A statement to the effect that "the Interviewee acknowledges the undertaking of the Interviewer to keep a full copy of the audio or notes from the interview for a period of 90 days after the interview takes place, and that that these will be made freely available to the Interviewee if they request it, as they have the right to view what was said.
 - If the Student Interviewer is planning to print or distribute their assignment for a purpose other than for QTC assessment, in its original, edited or altered form and which incorporates any material from the interviews conducted, the Student must obtain written consent from Interviewee. You will need to talk to the Interviewee to

gauge how much they are willing to agree to, and then insert the relevant wording into your document.

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.

For EM206-912

PowerPoint Presentation

This is a practical exercise in developing the upfront presentation features of the core elements of a full church service. It should be executed in a way that displays a suitable level of cultural intelligence to allow attendees from at least three different cultural backgrounds to be properly welcomed, adequately understand the content, and fully participate in the community response to that content.

The marker will be looking for developed cultural understanding especially with respect to pedagogy and style; a clear sense of what is Biblically essential in the practice core church elements verses what is cultural; and warm hearted and creative problem solving in seeking to resolve inevitable cultural tensions in preferred ways of doing church.

Major Essay

This is an exercise in understanding the dynamics of differing cultural moral frameworks and their influence on the contextual practice of church, and then in developing a biblical approach to an inclusive, united, multiethnic church that can take this into account.

In this assessment task the marker will be looking for highly developed cultural understanding, theological reasoning, general 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 it will be critical to engage with significant views expressed in the published literature on this subject.

Learning resources

Literature Review suggestions for EM018-612 and EM018-812 Assessment 1:

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

TIP: When searching the library catalogue search "Culture Shock!" - with the exclamation mark included. If you would like access to a Culture Shock! title which isn't currently in the library, you can request the library buys it. It will be purchased and available within 24 hours.

Book Review text for EM206-912 Assessment 1:

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

Required reading for EM018 and EM206:

Students are expected to read these resources but may or may not choose to purchase them. Two 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 for EM018 and EM206:

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.

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 21st 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	Mark	Descriptor
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level