

**DS521 – UCC Education, Culture, Identity, and Ministry in the Postcolonial World**  
Vancouver School of Theology January 7-8, 2016

Instructor:

Rev. Dr. HyeRan Kim-Cragg (Professor of Pastoral Studies at St. Andrew's College, Saskatoon)  
Tel. 306-966-6941 Email. [hyeran.kimcragg@usask.ca](mailto:hyeran.kimcragg@usask.ca)

---

This course equips students to be educated leaders in the United Church of Canada and the faith communities in Canada.\* It invites students to 1) map out Christianity and ethnicity in Canada, 2) explore biblical stories taken from the postcolonial approaches and 3) articulate the issues that are central and critical to faith formation of the intercultural congregational ministries.

\*While this course is a requirement for those training as leaders in the United Church of Canada, participants from all denominations are welcome and will use their own context for leadership as a foci for their work in the course. Alternative readings and assignments will be given as needed.

### **Purpose**

The goal of this course is to equip students to be educated leaders in the United Church of Canada. It invites students to 1) engage in the interplay between religious education and worship, 2) explore the postcolonial approaches and 3) articulate the issues that are central and critical to faith formation of the intercultural congregational ministries.

### **Learning Outcomes**

By the end of this course, students are able to

- identify issues of historical gaps between theory and practice & worship and education
- lay out the foundations of the United Church's social, cultural and ecclesial locations
- gain pastoral insights on postcolonial discourses as contemporary intellectual theological engagement for just seeking communities
- envision and employ the commitment of the United church becoming intercultural church

### **Format**

This 1.0 credit class will meet for a ten hour intensive over two days. The course will consist of readings, discussions, and project. Participation is through active listening, mutual respect for different learning styles, and collegial group work in class. Preparation for the course includes pre-reading, critical reflection and final project.

### **Course Requirements**

- Full attendance and participation
- Critical reflection on the four required texts (40%)
- Integrative Project (60%)

**NOTE: A more detailed syllabus for the course will be posted to the course Moodle site and available to those who are registered for the course.**

- Critical Reflection on the five required texts (40%) **Due date is Jan 6.**

**In order for the fruitful discussion to happen in class everyone must prepare this reflection assignment to submit before the class begins.** The reflection (double spaced, no more than 2500 words total, roughly each article 600 words), containing:

- 1) a concise statement of the main thesis in each article
- 2) a considered description of the author's approach and perspective (DO NOT SUMMARISE THE CONTENTS; demonstrate the author's points and issues which you believe critical to the subject.
- 3) a critical evaluation of your own including its major strengths, weakness, practical implications for intercultural ministry.

● **Integrative Project (60%) Due date is March 31.**

Create a project which involves working with a particular group in light of faith formation and intercultural teaching ministry. This assignment is not a theoretical work but a praxis, integrating theory and practice with reflection and action (e. g., a workshop with the Sunday school teachers examining the division of worship and education; adult Bible study on intercultural ministry/confirmation class; anti-racism study with reference to immigration). The project assignment shall consist of 8-10 pages (no more than 2000 words) in length, containing:

- 1) a concise statement of the main proposal and your particular reason for this choice in the subject and your own learning goals (1 page)
- 2) a considered description of the designated congregation/community or group, its diversity, learning styles and faith development. Demonstrate the critical incidents and learning emerged from the project (3-4 pages)
- 3) a critical evaluation of the project including its strength, weakness, success, failure, and practical implications for the postcolonial, holistic and intercultural ministry (3-4 pages)

**Required Texts**

Greer Anne Wenh-In Ng, "The United Church of Canada: A Church Fittingly National," in *Christianity and Ethnicity in Canada*, eds., Paul Bramadat and David Seljak, pp. 204-246 (Toronto: University of Toronto Press, 2008).

HyeRan Kim-Cragg, *Story and Song: A Postcolonial Interplay between Christian Education and Worship* (New York: Peter Lang, 2012), introduction and chapter

1.

HyeRan Kim-Cragg, "To love and serve others or to be loved and served by others," in Rob Fennell, ed. *Intercultural Visions: Called to be the church* (Toronto: UCPH, 2012), chapter 3.

Boyung Lee, "Toward Liberating Interdependence: Postcolonial Intercultural Pedagogy." *Religious Education* 105, no. 3 (Summer 2010): 283-298.

\*HyeRan Kim-Cragg and EunYoung Choi's *The Encounters: Retelling the Bible from Migration and Intercultural Perspectives*. (Daejangan: Daejeon, 2013). It shall be purchased in class (\$20) since it is published in Korea. Those who want a kindle version can purchased through amazon.com. This book will be the key text for Integrative Project Assignment.

**NOTE:** The Texts above will be available in the library as well as posed on Moodle site.

### **Reading Materials and Related Bibliography**

- Black, Kathy. *Culturally-Conscious Worship*. St. Louis: Chalice Press, 2000.
- Berryman, Jerome. *Godly Play: An Imaginative Approach to Religious Education*. Fortress: 1995.
- Browning, Robert L. and Roy A. Reed. *Sacraments in Religious Education and Liturgy*. Birmingham: Religious Education Press, 1985.
- Dube, Musa. *Postcolonial Feminist Interpretation of the Bible*. St. Louis: Chalice Press, 2000.
- Foster, Charles R. *Embracing Diversity: Leadership in Multicultural Congregations*. The Alban Institute, 1997.
- Harris, Maria. *Fashion Me a People: the Curriculum in the Church*. Louisville: Westminster/John Knox Press, 1998.
- Kwok, Pui-lan. *Postcolonial Imagination and Feminist Theology*. Westminster/John Knox Press, 2005.
- Law, Eric H. F. *The Wolf Shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community*. St. Louis: Chalice Press, 1993.
- Moore, Mary Elizabeth. *Teaching from the Heart*. Minneapolis: Fortress Press, 1991.
- Wilkerson, Barbara, ed. *Multicultural Religious Education*. Birmingham: Religious Education Press, 1998.
- Wimberly Ann, *Soul Stories: African American Christian Education* Nashville: Abingdon Press, 1994.
- Willey, Steve. "What is the Intercultural Church? A Plain Language Document,"  
<http://www.united-church.ca/files/intercultural/becoming/whatis.pdf>  
<http://www.united-church.ca/intercultural/becoming>