

DS521 – UCC Intercultural Education and Ministry in the Postcolonial World

Vancouver School of Theology January 4-5, 2018

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

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

*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) understand and deepen the key issues of United Church of Canada's past and present 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

- 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 (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 three required texts (30%) **Due date is Jan 3.**

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.

● **Critical Reflection on the lecture (500 words limit 10%) Due date is Jan 12.**

What was most striking and challenging from the lecture? What were the common threads you could weave from the previous readings and the class discussion? What educational insights do you want to take with you from the lecture in light of the postcolonial 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 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 migration stories in the Bible, which were explored in *Encounters*). 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 and Don Schweitzer, eds., *An Introduction to The United Church of Canada: Key Texts with Introductions and Commentary*, Chapters 1 and 4.

HyeRan Kim-Cragg, "Postcolonial Suggestions for Intercultural Ministry." *The Ecumenist* Spring 2012: 6-10.

*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 and shipped from Korea. Those who want a kindle version can purchased through amazon.com. This book will be the key text for Integrative Project Assignment.

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

● **Course Outline and Schedule**

Jan 4 2-8pm

2:00-2:45 pm Getting to Know One Another/Why are you here?/What the hopes for this weekend?(what is left behind to be here and what you brought with you for the class)

Syllabus sharing and class orientation (project, bible study in class tomorrow. etc)

2:45 pm (Break)

3:00- 4:15 pm Discussion on Ng's article

Mapping the Foundations of the United Church in Canadian Contexts

4:30-5:45 pm Discussion on Kim-Cragg and Schweitzer's Chapters

5:45-6:30 pm Prepare for Self-directed Small Group Activity

Jan 5 2-8 pm

2:00-2:15 pm Opening

2:15-3:35 pm Discussion on Kim-Cragg's article

3:30- 4:00 Break (and prepare for the presentation)

4:00- 5:30 pm Small group Intercultural Bible study and Engaged Activities

5:30-6:00 pm Closing

What is Next? What have you learned? What do you take with you from here?

7:00 pm Lecture on "The Moral Obligation to Act against Injustice"