



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Revision: 19th March, 2019

Course Identification

Course Number:	WYP1625H
Course Name:	Intercultural Leadership and Learning: Engaging Ministry in Diverse Contexts
Campus:	St. George Campus
Location:	Toronto School of Theology, 47 Queen's Park Cres East, Toronto
Class Times:	On-line webinar: June 10, 2:00 pm – 3:30 pm. June 24-28: in-class intensives (9:00-5:00, Mon-Friday). Additional evening events offered, but not required. (Monday/Wednesday content and Tuesday/Thursday community building) June 10-24: pre-work (online) June 28-August 16: final project

Instructor Information

Instructor:	Rev. Jonathan Schmidt Associate Secretary, Canadian Council of Churches
E-mail:	schmidt@councilofchurches.ca
Office Hours:	by appointment

Course Prerequisites or Requisites

- Course format:
- five-day, on-campus, residential intensive

Course Description

Diverse cultural contexts in Canada and globally require leaders and learners who work with an artist's palette of knowledge, tools and experience. These ministry artists are able to listen to, engage and foster community within and beyond the walls of their organizations and churches, shaped by the biblical vision of *shalom* in which each person is able fully to be themselves, have their voices heard and share their gifts.

Diversity within all our ministry contexts today is generated by relationships across culture, race, gender, class, education, region, geography and age. Histories of migration, relationships between settlers and

Canada’s indigenous peoples, and dynamics of power, privilege, and marginalization bring additional complexity. Canada’s Truth and Reconciliation Commission highlights the need to respond to this complexity, including specific Calls to Action to build cultural competencies. There is a clear need for ministry leaders with increased skills in intercultural leadership and learning, transformational education, and theologies of intercultural ministry.

The course includes participation in the Canadian Council of Churches’ *Engage Difference! Deepening Understanding for Intercultural Ministry*’ (DUIM) program. Course participants work with trained intercultural ministry animators, an Intercultural Mentor, and a number of resource people. Participants are taught, model, and practice a wealth of intercultural facilitation skills, activities, and pedagogical tools that can be adapted to local ministry contexts.

At every step the course intentionally prepares participants to return to their ministry settings, not as “experts” on intercultural engagement, but with tools and attitudes for leading and facilitating their organizations, churches and communities in reflecting on intercultural ministry across difference.

Course Methodology

The course includes:

- online pre-class written reflection and introductory webinar
- five-day, on-campus, residential intensive
- post class written reflection on participation
- post-class final project.

Course participants commit to:

- intentional, collaborative community of learning during residential intensive
- co-learning from a range of faith and cultures outside their own.

Course learning approaches include online webinar, lectures, readings, experiential learning, group dialogue and projects, individual reflection, hands-on activities, worship and shaping an intentional learning community. Course participants design and practice a workshop, activity or program for their local ministry context. Using this design or other course content students produce a culminating project that brings in further academic theological texts, research on pedagogy or theory on culture.

Any ministry across cultural and other differences requires first a process of understanding our own culture and how it shapes relationships. The course begins with the diverse learning styles and cultures of course participants and the people in their communities, ministries, organizations and churches. The methodologies used in the course will be experienced, learned, adapted and applied to local ministry contexts.

Course Outcomes

Course Outcomes: By the end of this course, students...	Course Elements: This course outcome will be demonstrated through...	Program Outcomes: MTS, MTS-D, MDiv
1. KNOWLEDGE		
1.1 Bible: <ul style="list-style-type: none"> • Identify Biblical passages and narratives on “the other” and assess intercultural effects 	<ul style="list-style-type: none"> • Group activity: history of Canada missiology • Daily worship and biblical reflection 	MTS: MDiv:
1.2 Theology: <ul style="list-style-type: none"> • propose a contextual theology for an intercultural setting 	<ul style="list-style-type: none"> • Group activity / projects • Modelling ministry contexts 	MTS: MDiv:

Course Outcomes: By the end of this course, students...	Course Elements: This course outcome will be demonstrated through...	Program Outcomes: MTS, MTS-D, MDiv
1.3 History: <ul style="list-style-type: none"> • assess impacts of Doctrine of Discovery and Terra Nullius. 	<ul style="list-style-type: none"> • Structured dialogue • Engaging with course resource persons. 	MTS: MDiv:
1.4 Mission: <ul style="list-style-type: none"> • analyze contexts: social location, power, privilege. • evaluate impacts of colonialism, Christianity on indigenous & immigrant communities 	<ul style="list-style-type: none"> • In-course activities on power, privilege, and social location. • Course resource persons. • Final project or paper 	MTS: MDiv:
1.5 Specialized knowledge: <ul style="list-style-type: none"> • Theories, models, definitions of culture, and multi/cross/inter-cultural power and privilege 	<ul style="list-style-type: none"> • Group project • Lectures, group discussions • Modelling ministry context 	MTS: MDiv:
2. PRAXIS		
2.1 Application of foundational knowledge: <ul style="list-style-type: none"> • Adapt pedagogical tools for intercultural learning • Socio-cultural analysis • Build resource “tool box” 	<ul style="list-style-type: none"> • Group activity in workshop design and practice. • Final paper or project. 	MTS: MDiv:
2.2 Research & scholarship: <ul style="list-style-type: none"> • Argue a pedagogy and contextual theology of intercultural ministry • Explore intercultural theologies from margins 	<ul style="list-style-type: none"> • Course resource people and activities. • Final project or paper. 	MTS: MDiv:
3. CHARACTER		
3.1 Awareness of limits: <ul style="list-style-type: none"> • Evaluate own pedagogy & theology interculturally. • Recognize & value other theologies of culture. • Network with ICM • Identify resources for sustainable intercultural ministry • Identify further learning 	<ul style="list-style-type: none"> • Activities, conversations with course resource people. • Engage CCC intercultural ministry network 	MTS: MDiv:
3.2 Personal & professional integrity: <ul style="list-style-type: none"> • Interpret own culture and ministry through dynamics of power, privilege, social location, marginalization. • Propose a personal praxis of intercultural ministry 	<ul style="list-style-type: none"> • Course activities and conversations. • Final project or paper 	MTS: MDiv:
3.3 Vocation: <ul style="list-style-type: none"> • Analyze Beloved Community, Shalom, Just Intercultural Community, and Right Relationship for vocational relevance. 	<ul style="list-style-type: none"> • Course activities and conversations. • Final project or paper 	MTS: MDiv:

Course Resources

Required Course Texts

Engage Difference! Participant binder. Toronto: Forum for Intercultural Leadership and Learning, Canadian Council of Churches, 2018. Available for purchase first day of five-day intensive.

Cracking open white identity towards transformation: Canadian Ecumenical Anti-Racism Network examines white identity, power, and privilege. Toronto: Canadian Council of Churches, 2012. Available for purchase first day of the five-day intensive.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged into Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask Professor Thomas Power for further help.

- A pre-session webinar prior to the five-day intensive will require computer access using <https://zoom.us/>
- Personal website: <http://www.InterculturalLeadership.ca>

Class Schedule

Pre-course: Two weeks prior to five-day face-to-face session.

- 1000-word reflection paper
- Learning community introductions: scheduled webinar
- Our intercultural journeys and contexts

Day 1

- Gathering and building an intentional learning community
- Mapping stories of migration and experiences of diversity
- Culture: definitions and models
- Faith perspectives on community and culture

Day Two

- Exploring power, privilege, racism, social location and the dominant culture
- History of Canada's and Christianity's relationship with "the other" including missiology

Day Three

- Exploring the cultures of our denominations and ministry settings
- Theology and culture
- Theologies from the margins

Day Four

- Practical reflections on culture and the praxis of ministry by ministry practitioners
- Engaging conflict across cultures
- Theories of change
- Small group projects: practical design and implementation of the learning to our contexts

Day Five

- Practice and feedback of small group projects
- Self and community care: making the work sustainable

Post-Course

- Connections with Intercultural Ministry Network
- Final course project or paper

Evaluation Requirements

The final grade for the course will be based on evaluations in four areas:

(1) Participation (20%). The course incorporates a preliminary webinar, a five-day in-class intensive, with some evening activities, and a post-class project. Students are expected to be present and engage all course learning activities. After the five-day intensive each student will provide a 600-word reflection (due 1 week after the last day of the five-day in-class intensive) on their participation, including internal processes, based on “Courageous Conversations about Race” and its four agreements: stay engaged, experience discomfort, speak your truth, expect and accept non-closure.

(2) Reflection paper and webinar (10%). Two weeks prior to the five-day in-class intensive course participants will participate in a one-hour webinar (5%) and submit a 1000-word reflection paper (5%) The reflection paper will include course participant’s description of their own migration and intercultural journey and a brief description of the ministry context in which each participant plans to apply course learnings. The webinar will be an opportunity to share the content of the reflection papers and begin building an intentional learning community.

(3) In-course group project (30%). Course participants, in small groups, will:

- design an activity or program for a ministry context
- pilot the activity or describe/teach the program to the class
- receive peer feedback and suggestions for revisions.

(4) Final paper or project (40%). (Due date: August 16) One of:

- ***A substantial scholarly paper*** (4000 words) describing “a Canadian intercultural theology for a ministry context.” The paper will reference course content and at least three other scholarly approaches to intercultural work (from the course bibliography or other works by permission of the instructor). Students are expected to describe the selected ministry context and its culture(s) (including theorizing factors that have and continue to shape that culture). The paper will also describe the theology(s) shaping/shaped by that context. The paper will construct a strategy for ministry personnel to facilitate the members of the ministry setting identifying their collective theology and ways toward becoming a more just intercultural community.
- ***A substantial scholarly paper*** (4000 words) describing “a pedagogy for intercultural ministry for a Canadian or international ministry context.” The paper will reference course content and at least three other scholarly approaches to intercultural pedagogy (from the course bibliography

or other works by permission of the instructor). Students are expected to describe the ministry context and the learning styles and ways of knowing shaped by the culture(s) of its members. The paper will also describe a pedagogical approach(es) (ways of learning/teaching) and give examples of pedagogical tools or activities providing a rationale for the pedagogy and tools.

- **Post-course implementation project.** During the course small groups will design a workshop or program. This project fully develops and implements this workshop or program in your ministry context.
 - Submit a proposal and design for the program's implementation in your ministry context.
 - Implement the program.
 - Submit a 1500-word report and evaluation on the effectiveness of the program and recommendations for revisions if offered again.
- **An intercultural workshop design** that can be shared with others for use in their Canadian context.
 - The workshop design will use a template provided by the instructor.
 - Some workshop designs may be published, with the permission of the author, as part of a project of the Canadian Council of Churches to build a library of resources shaped by and for the Canadian context. If published the CCC will credit the author. The CCC reserves the right to edit the submission before publishing.

2019 Course offering and due dates summary

- June 10, 2019: 1000-word reflection paper due
- June 10, 2019, 2:00 pm – 3:30 pm: webinar
- June 24-28, 2019: 5 day intensive
- July 5, 2019: 600-word reflection on participation due
- August 16, 2019: Final paper or project due

Grading System

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Late work. Students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for

obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your

course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Integrity, Content, Format

New readings. The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

New work. The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

Written assignments will follow the style and format guidelines provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, *Turabian's Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See the "Quick Guide" to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

Terms relating to sex and gender will follow the TST writing guidelines. See chapter 14 "Elimination of Stereotyping in Written Communication" in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

Bibliography

Aboriginal Healing Foundation. "June 11, 2008. Speech delivered in the House of Commons: A full apology on behalf of Canadians for the Indian Residential Schools system". In *Response, Responsibility, and Renewal*. Volume 2. Aboriginal Healing Foundation, 2011.

Angronisi, Michael V. *Talking About Cultural Diversity in Your Church: Gifts and Challenges*. Lanham, MD: AltaMira Press, 2001.

Augsburger, David W. *Pastoral Counselling Across Cultures*. Philadelphia: Westminster Press, 1986.

- Baldwin, Andrew, Laura Cameron, and Audrey Kobayashi. *Race, Nature and the Historical Geographies of Whiteness in Canada*. Vancouver, BC: University of British Columbia Press, 2011.
- Battell, Emma Lowman and Adam J Barker. *Settler: Identity and Colonialism in 21st Century Canada*. Halifax, NS: Fernwood Publishing, 2015.
- Bishop, Anne. *Beyond Token Change: Breaking the Cycle of Oppression in Institutions*. Halifax, NS: Fernwood Publishing, 2005.
- Bouchard, Gerard. *Interculturalism: A View from Quebec*. Toronto: University of Toronto Press, 2015.
- Canadian Council of Churches. *Engage Difference! Deepening Understanding for Intercultural Ministry Program Binder*. Toronto: Forum for Intercultural Leadership and Learning, Canadian Council of Churches, 2018.
- Canadian Ecumenical Anti-Racism Network. *Cracking open white identity toward transformation*. Toronto: Canadian Council of Churches, 2012.
- Choudry, Shakil. *Deep Diversity: Overcoming Us vs. Them*. Toronto: Between the Lines Press, 2015.
- Coleman, Daniel. *White Civility: The Literary Project of English Canada*. Toronto: University of Toronto Press, 2006.
- Cone, James H. *The Cross and the Lynching Tree*. Maryknoll, NY: Orbis Books, 2011.
- Davis, Wade. *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*. CBC Massey Lecture Series. Toronto: House of Anansi Press, 2009.
- Deloria Jr., Vine. *God is Red: A Native View of Religion*. Colorado: Fulcrum Publishing, 1973, 1992, 2003.
- Ecumenical Working Group on Residential Schools. "Reflections to Spark Conversation on Christian Theology." April 2015. (Course handout)
- Gallagher, Michael Paul SJ. *Clashing Symbols: An Introduction to Faith and Culture*. New York: Paulist Press, 1997.
- Graveline, Fyre Jean. *Circle Works: Transforming Eurocentric Consciousness*. Halifax, NS: Fernwood Publishing, 1998.
- Harvey, Jennider, Robin Hawley Gorsline, Karin A. Case, editors. *Disrupting White Supremacy from Within: White People on what We Need to Do*. Cleveland, OH: Pilgrim Press, 2004.
- Heinrichs, Steve, editor. *Buffalo Shout, Salmon Cry: Conversations on Creation, Land Justice, and Life Together*. Waterloo, ON: Herald Press, 2013.
- Jacobs, Adrian. *Aboriginal Christianity: The Way It Was Meant To Be*. Vancouver, WA: Wiconi Resources, 1998.
- Jagessar, Michael and Stephen Burns. *Christian Worship: Postcolonial Perspectives*. Sheffield: Equinox Publishing, 2011.

- James, Carl. *Seeing Ourselves: Exploring Race, Ethnicity and Culture*. Toronto: Thompson Educational Publishing, 2003.
- Lee, Jung Young. *Marginality: The Key to Multicultural Theology*. Minneapolis: Fortress Press, 1995.
- Lopes, Tina and Barb Thomas. *Dancing on Live Embers: Challenging Racism in Organizations*. Toronto: Between the Lines, 2006.
- MacDonald, Mark and Ransom, Lori. "Systemic Evil and The Church: How Does a Church Repent?" *Forum Mission* 10 (2014): 72-85.
- Medina, Néstor. *On the Doctrine of Discovery*. Toronto: Canadian Ecumenical Anti-Racism Network, Canadian Council of Churches, 2017.
- Medina, Néstor Medina, Alison Hari-Singh, Hyeran Kim-Cragg (Eds). *Reading In-Between: How Minoritized Cultural Communities Interpret the Bible in Canada*. Pickwick Publications. 2019.
- Mucherera, Tapiwa N. *Meet Me at the Palaver*. Eugene, OR: Cascade Books, 2009.
- National Centre for Truth and Reconciliation website. <http://nctr.ca> (accessed November 14, 2018)
- Pitter, Jay and John Lorinc, editors. *Sub-Divided: City Building in an Age of Hyper-Diversity*. Toronto: Coach House Books, 2016.
- Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling and Reconciliation in Canada*. Vancouver, BC: UBC Press, 2010.
- Reynolds, Thomas. "Welcoming without Reserve? A Case in Christian Hospitality." *Theology Today* 63 (July 2006): 191-202.
- Russell, Letty M. *Just Hospitality: God's Welcome in a World of Difference*. Louisville, KY: Westminster John Knox Press, 2009.
- Said, Edward W. *Culture and Imperialism*. New York: Vintage Books, 1993.
- Schweitzer, Don and Derek Simon, editors. *Intersecting Voices: Critical Theologies in a Land of Diversity*. Toronto: Novalis, 2004.
- Singleton, Glenn & Curtis Linton. *Courageous Conversation About Race*. California: Corwin Press, 2006.
- Spellers, Stephanie. *Radical Welcoming: Embracing God, the Other, and the Spirit of Transformation*. New York: Church Publishing, 2006.
- The Truth and Reconciliation Commission of Canada website. <http://www.trc.ca> (accessed November 14, 2018)
- Volf, Miroslav. *Exclusion and Embrace: A theological exploration of Identity, Otherness and Reconciliation*. Nashville: Abingdon, 1996.

Warrior, Robert Allan. "Canaanites, Cowboys, and Indians: Deliverance, Conquest, and Liberation Theology Today." In *Native and Christian: Indigenous Voices on Religious Identity in the United States and Canada*, edited by James Treat. Routledge, 1996.

Young Lee, Jung. *Marginality: The Key to Multicultural Theology*. Minneapolis, MN: Augsburg Fortress, 1995.