



Reimagining Congregations in Mission - ML 550/660

Term and Year Offered: Summer 2021

Learning Environment: Online (both synchronous and asynchronous)

Meeting Dates/Times/Place: 8, 9, 11, 15, 16, 18, 22, 25 June 2021, 10-11:30am CDT [plus DMin student orientation at 3pm CDT, Thurs., 3 June 2021]

About Your Instructor: B. Hunter Farrell / <https://www.linkedin.com/in/hunterfarrell/>
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Office Hours: By appointment via Zoom/cell

Course Description: *"Reimagining Congregations in Mission" explores inherited assumptions and patterns of Christian congregational life and their relation to the missio Dei in light of rapidly changing contexts and accelerating congregational irrelevance. Intercultural and postcolonial perspectives on missional ecclesiology, a theology of companionship and cultural humility offer a framework for renewing congregational identity and practice. We will use the Intercultural Development Inventory, interviews with innovative practitioners, readings, and case studies to equip learners to analyze their own context missionally and to imagine and engage processes of congregational change.*

Course Goals and Outcomes:

Goal A. Develop a theologically informed, contextually grounded, and integrated understanding of the nature, purposes, theories, and practices of ministry in the specialized area of Congregational Leadership and Development.

Outcome: Demonstrates knowledge and understanding of the dynamics, contexts, and organizational structures of a religious congregation in relation to the diverse communities they represent, and in which they are embedded. [DMin outcome 1.1]

Outcome: Demonstrates knowledge and understanding of contemporary perspectives in ecclesiology, missiology, and the meaning of missional leadership and ministry in context. [DMin outcome 1.2]

Assessment: Student presentation on congregation and context, reflection papers on readings and practitioner interviews, and final project will be used in assessment.

Goal B. Develop sociocultural, analytical, diagnostic, and entrepreneurial competencies and organizational leadership skills within congregational contexts.

Outcome: Demonstrates the ability to facilitate discernment of congregational identity, to define and implement missional goals, and to respond creatively to missional opportunities within and beyond the church by employing methods of organizational, social, cultural, and contextual analysis. [DMin outcome 2.1; MDiv outcome 5.3]^[L]_[SEP]

Outcome: Demonstrates skill in exercising collaborative and dynamic leadership in a faith community in times of both stability and change. [MDiv outcome 5.1]^[L]_[SEP]

Assessment: Student presentation on congregation and context, class participation, reflection papers on readings and practitioner interviews, and final project will be used in assessment.

Goal C. Develop and appropriate a personal and professional ethic in keeping with sound organizational principles, high ethical standards, and mature conduct in the leadership and development of vital and healthy congregations and communities.

Outcome: Demonstrates the ability to subject leadership theories and congregational leadership practices to theological and ethical reflection and critique. [D.Min outcome 3.1]^[SEP]

Assessment: Class lectures, Reflection Paper on Kate Turpin article, and final paper will be used in assessment.

Goal D. Become familiar with a variety of cultural resources and to develop the cultural competencies needed for effective, empowering, and contextually appropriate leadership in diverse, multi-cultural congregations and communities.

Outcome: Familiarity with methods and strategies for engagement in multi-cultural ministry, and a capacity to use these tools to build collaborative relationships with people from different contexts and cultures. [M.Div. outcome 3.2]

Assessment: Intercultural Development Inventory, readings/reflections and final paper will be used in assessment.

A Word About Assessment: From Course Outcome Assessment to Program Assessment

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. *The designated assessment artifact for this course is the final project.*

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Terry DeLisio, tdelisio@bexleyseabury.edu).

Learning Methodology: This course is intensive in format and content. The difficult process of inviting your congregation's mission leaders to deconstruct colonial and neocolonial understandings/practices of mission and to build new ones requires courage, a cohort of local leaders willing to reflect and act with you, and a contextually-appropriate strategy. The tide of U.S. history and religious culture will be against you: the course is designed to provide the insights and tools needed to imagine and implement that strategy.

Students will engage the course material through reading, group reading reflection papers and on-line responses, a Congregation in Context presentation, and a final project. D.Min. students will read two additional books, write an additional critical assessment, and

produce a more robust final project. The course is intentionally designed to be “sticky”: lessons gleaned from the readings, practitioner interviews, synchronous sessions and, especially, the final project are intended to be the subject of conversation, discussion, study and action by congregations. Students who learn in different ways can consult with the instructor to create their final project in ways that are comfortable for them and will be useful to their congregation.

Bexley Seabury seeks to cultivate an inclusive and diverse learning community in which the dignity of all persons is honored and their perspectives are valued on campus, in the classroom, and online. Netiquette is a set of guidelines specifically designed to foster constructive and respectful interaction and communication within the learning community and to help us avoid misunderstandings and inadvertent offense. Please review <http://www.albion.com/netiquette/corerules.html> for netiquette tips. If you encounter technological problems, please contact the instructor as soon as possible. The instructor will either help you to solve the problem or will enlist the help of our Director of Distributive Learning Initiative, our Canvas Coordinator, or our IT support team, as appropriate. You can expect a prompt response, in no event longer than 24 hours. Students are expected to access the “Tech Help” resources via the button at the bottom of the Canvas home page for a description of technology requirements.

Course Required and Recommended Resources:

Bolsinger, Tod, *Canoeing the Mountains: Christian Leadership in Uncharted Territory*, (Downer’s Grove, IL: Intervarsity Press, 2015). A missional theologian reflects on the end of 17 centuries of Christendom in the West and describes the kind of church and leaders needed for the emerging era. I’m including this book because I believe Bolsinger’s understanding of the relationship between our emerging context and the kind of leadership required is helpful, despite his highly problematic central analogy (a group of white explorers co-opt a Native American woman to accomplish their mission, opening up the region to white settler colonialism).

Charles, Mark and Rah, Soong-Chan, *Unsettling Truths: The On-Going, Dehumanizing Legacy of the Doctrine of Discovery* (Downers Grove, IL: InterVarsity Press, 2019). Two evangelical leaders bring an intercultural, postcolonial perspective to the fraught relationship between race, mission and church in America.

Crouch, Andy, Keilhacker, Kurt, and Blanchard, Dave. “Leading Beyond the Blizzard: Why Every Organization Is Now a Startup”. *Praxis Journal*, 20 March 2020: <https://journal.praxislabs.org/leading-beyond-the-blizzard-why-every-organization-is-now-a-startup-b7f32fb278ff>. From their vantage point early in the COVID-19 pandemic, three leaders invite us to shift our thinking about the changes this upside-down season invites us to imagine.

Tisby, Jemar. *The Color of Compromise* (Grand Rapids: Zondervan, 2019). Tisby presents a historical analysis of the American church’s fraught relationship with race, racism and African-Americans.

Required Articles and Excerpts

Farrell, B. Hunter. "A Theology of Companionship", "Cultural Humility", and "Redeeming Short-term Missions". Unpublished manuscripts, 2020. This paper assesses the transformative potential of short-term, intercultural mission experiences and proposes a methodology for redirecting their power to nurture mission companionship.

Farrell, B. Hunter. "Re-membering Missiology". American Society of Missiology keynote address, June 2017. *Missiology: An International Review* 46(1), pp. 37-49, 2018.

Howell, Brian and Paris, Jenell Williams, *Introducing Cultural Anthropology: A Christian Perspective* (Grand Rapids: Baker, 2011), pp. 25-44 and 186-196. A general introduction to basic concepts in cultural anthropology from an Evangelical Christian perspective. Howell's description of the rites of passage will be helpful for our in-depth reflection on intercultural experiences (e.g., short-term mission trips) as a space of deep transformation for congregational leaders.

Jennings, Willie James, "Zurara's Tears", from *The Christian Imagination: Theology and the Origins of Race*, New Haven: Yale, 2010, pp. 15-64. In elegant prose, Yale scholar and Grawemeyer Award for Religion winner Willie James Jennings traces the genesis and development of the concepts of race and European Christian mission.

Kania, John and Kramer, Mark. "Collective Impact" *Stanford Social Innovation Review*. Winter 2011: https://ssir.org/articles/entry/collective_impact#.

Malpica Padilla, Rafael, "Accompaniment as an Alternative Model for the Practice of Mission" in *Trinity Seminary Review*, 29 no. 2, 2008, p 87-98. The executive director of the Evangelical Lutheran Church in America's mission agency describes a postcolonial model for engaging in God's mission.

Smith, Christian. *Disruptive Religion: The Force of Faith in Social Movement Activism* (New York: Routledge), 1996, pp. 1-25. We are all accustomed to religion's power to conserve, legitimize and console. Smith helps us see religion's "other face": disruptive, defiant, reforming and even revolutionary. This excerpt is a helpful introduction to thinking about the relationship of the church and social movements—or of the religion of Jesus Christ as a movement, rather than an institution.

In addition, students should choose three of the following books/articles to read and prepare their written Reading Reflection papers:

Leadership

Ibarra, Herminia, *Act Like A Leader, Think Like a Leader*. (Cambridge, MA: Harvard Business Review Press, 2015) International business school leadership professor Herminia Ibarra challenges us to engage in an embodied leadership style.

Morris, Aldon and Staggenborg, Suzanne. "Leadership in Social Movements", unpublished manuscript, 2002: <https://sociology.northwestern.edu/documents/faculty-docs/faculty-research-article/Morris-Leadership.pdf>

Perkins, Dennis N.T., *Leading at the Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition, 2nd edition*. (New York: AMACOM, American Management Association, 2012). Naval Academy graduate and former Marine commander Dennis Perkins describes how the turbulent waters of conflict can positively shape our leadership style and our effectiveness.

Context

Addington, R. James, *Tragic Investment: How Race Sabotages Communities—and What We Can Do About It*. (Bloomington: iUniverse Press, 2019). One of the clearest assessments of the often hidden fault-line in U.S. society—systemic racism and racial bias—and concrete steps leaders can take to name and mitigate it.

Hochschild, Arlie Russell. *Strangers in Their Own Land: Anger and Mourning on the American Right*. (New York: New Press, 2016). UC Berkeley sociologist Arlie Russell Hochschild spent five years in Lake Charles, LA—one of the most polluted communities in the U.S.—to produce this sensitive and humble ethnography of a Tea Party stronghold and the ways its people make sense of their lives.

Jones, Robert P. *The End of White Christian America*. (New York: Simon & Schuster, 2016). The leader of the Public Religion Research Institute, Jones brings an impressive array of studies, data and personal stories to shape his thesis that the waning of White Christian America—in its evangelical, Catholic and mainline Protestant forms—has triggered powerful anxieties among White Christians that are manifested in the Tea Party movement, police behaviors and conflict surrounding same sex marriage and religious liberty. We ignore these anxieties at our own peril, asserts Jones.

Kendi, Ibram X. *How to Be an Antiracist* (New York: Random House, 2019). Award-winning author Kendi masterfully reframes the terms and shifts the debate on racism through his exploration of the concepts of segregationism, assimilationism and antiracism.

Congregations:

Jacobsen, Dennis A. *Doing Justice: Congregations and Community Organizing*. (Minneapolis: Augsburg Fortress, 2001). A practical guide to the local church's role in community-organizing, based on the experiences of Minneapolis-area Lutheran churches.

Shapiro, Tim with Kara Faris, *Divergent Church: The Bright Promise of Alternative Faith Communities*. (Nashville: Abingdon Press, 2017). This Presbyterian and Quaker team reflects on continuity and innovation in new forms of "church": new monastic communities, food-oriented communities, house churches, etc.

Course Assignments and Expectations (see rubric for each assignment):

1. **Completion of Intercultural Development Inventory (IDI) assessment** (10% of final grade) Take the 20-30 minute, online assessment of cultural proficiency and schedule and complete the 60 minute debrief. The instructor is an IDI Qualified Administrator and will administer the assessment and provide a confidential, individual debriefing for each student before class begins.

2. **Class Participation** (10% of final grade for DMin students; 11% of final grade for MDiv students): This entails preparing for synchronous class sessions by watching the brief, prerecorded “prism” presentation¹, and reading the assigned texts. Comments in class and online discussion should show your familiarity with the required reading with an eye towards application of the authors’ insights to your context. Selected readings will be divided among the D.Min. students for presentation and guided discussion with the class: a D.Min. student will serve as the discussion leader, responsible for uploading her/his/their responses to two focus questions before the class session the reading is due. At the beginning of class, the leader will present a very brief synopsis of the readings’ main arguments and its application to the leader’s context, and lead the class in exercises (use of a question, a poll, small groups, role play, etc.) to highlight the readings’ relevance to local congregations engaged in assessing their relationship with their community.

In class and on-line discussions, all course participants are to follow R-E-S-P-E-C-T guidelines:

Responsibility for what you say and feel without blaming; [L] [SEP]

Empathic listening; [L] [SEP]

Be sensitive to difference, including communications styles; [L] [SEP]

Ponder what you hear and feel before you speak; [L] [SEP]

Examine your own assumptions and perceptions; [L] [SEP]

Keep confidentiality; [L] [SEP]

Tolerate, even trust, ambiguity.²

3. **Congregation in Context Presentation** (15% of grade: uploaded Powerpoint or video file *and* uploaded document file):
 - a. 10-minute Powerpoint or video presentation on the student’s congregation in its context, exploring the social, ethnic/racial, economic, and historical dimensions, strategically illustrated with visuals (as available). Include your “script” on Powerpoint “notes” or record them into video. **The presentation should be created/recorded and uploaded by 11:00pm CT on Sunday, 13 June 2021** (10% of final grade).
 - b. Students will be assigned to four-person Context Groups to listen to and assess each group member’s project by making comments and by framing questions that help the author to understand her/his own congregation in its context from different perspectives. **These oral comments and questions on group members’ projects in outline form should be typed up and uploaded by 5:00PM CT on Thursday, 17 June 2020** (5% of final grade).

4. **Reading Reflection Papers** (24% of M.Div. students’ final grade/15% of D.Min. students’ final grade: upload all three reflection papers in one document): Students will

¹ As a prism breaks down a beam of light into its component parts, a “prism presentation” is a 10-20 minute overview of the upcoming reading and class material used to clarify definitions, identify conceptual parameters and note questions that will help the reader better understand the texts.

² Eric Law, *Fear Not: Living Grace and Truth in a Frightened World* (St. Louis: Chalice Press, 2020), adapted by Marilyn Legge of Emanuel College, University of Toronto.

choose the three books most relevant to helping them lead their congregation in transforming its understanding and practice of mission (from the list of books on leadership, context or congregations, pages 4-5). For each book you choose, briefly summarize the author’s main arguments and write a succinct statement of how the author’s insights can be applied to your congregation’s change strategy (300 to 500 words). **DUE 11PM CDT on Monday, 21 June 2021.**

5. **Final Project** (40% of final grade: uploaded document file): Create a curriculum for a five session lay leader training program *appropriate to your congregation in its context*, (e.g., adult Christian education class OR high school/college student leader development program OR training retreat for your congregation’s vestry) that invites participants to (1) identify and critically assess the congregation’s understanding and practice of mission in its context (both local and global) and, (2) develop a plan to deepen relationships with a specific group of people in your context and engage in mission together, building on a missiology of companionship. **DUE 5PM CT on Monday, 28 June 2021.** ^[1]_[SEP]The final project will serve as the artifact for the class.
6. **D.Min. students only:** Katherine Turpin’s paper, “Christian Education, White Supremacy, and Humility in Formational Agendas”, rigorously critiques her own field, Christian education, from a postcolonial perspective. Write a 500-750 word critique of your congregation’s understanding and practice of mission from a postcolonial perspective. **DUE 5PM on Monday, 21 June 2021.** (10% of D.Min. students’ final grade: uploaded document file)
7. **Completion of the Electronic Course Evaluation** at the end of the term, due by 30 June 2021. Students taking the course for credit must complete the student course evaluation before they can see their course grades in Populi. Auditors are encouraged to complete the evaluation as well.

N.B., Students will be invited to **lead worship** in worship teams once during the month. Worship resources are provided by BSS’ worship coordinator, M. Milner Seifert. Please note that participation and leadership in worship, while not required, are integral parts of students’ formation. The DMin Facilitator, Fr. Joseph Kovitch, will reach out to students before class starts to organize the worship teams.

ML 560/660 Assignment	MDiv Students	DMin Students
Intercultural Development Inventory (online assessment and individual debriefing)	10 points	10 points
Class Participation	11 points	10 points (includes class presentation)
Congregation in Context Presentation	15 points	15 points
Reading Reflection Papers	24 points (3 papers)	15 points (3 papers)

Final Project: Leader Training Curriculum	40 points	40 points
Critical Reflection on Turpin	Not required	10 points
TOTAL	100 points	100 points

Course Grading & Feedback:

Students can expect prompt grading and responses, generally within 48 hours (with the exception of the Congregation in Context and Final Projects). To pass, all students (including P/F students) must complete work at the equivalent of a C or above. CEU students/auditors are expected to complete all of the reading and attend and participate in all of the synchronous class sessions. For assignments turned in late, 10%/day of the assignment grade will be deducted. MDiv students always receive letter grades unless the seminary expressly lists the course as a pass/fail course or expressly offers a pass/fail option. DMin students are always graded on Pass/Fail basis. *Please be aware that the Canvas gradebook reflects cumulative grades for course assignments, but the final official grade for the course will be recorded manually by the instructor in Populi.*

Bexley Seabury requires a minimum grade of C to pass a course.								
Grade	Points	Description	Grade	Points	Description	Grade	Points	Description
A (4.00)	96-100	Superior/Mastery	A- (3.67)	90-95	Excellent	B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)	B- (2.67)	80-83	Good (low)	C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate						
F/NC (0)	<70	Unacceptable (Fail/No Credit)						
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.								

Course Schedule

Pre-Class Preparation (20 May-6 June 2021):

1. All students will take the **Intercultural Development Inventory (IDI)**, an on-line assessment of cultural proficiency. After receiving a link by email, take the 30 minute assessment at a time when you won't be interrupted. The instructor is a Qualified Administrator of the IDI and will arrange for your assessment, scoring, and individual debriefing to explain the instrument and your results in a one-on-one conversation. The individual results are confidential and will only be known by you and the instructor.

All students should:

Take the 20-30 minute, on-line assessment of cultural proficiency **by midnight, Monday, 24 May** (using the link the instructor will send you);

Schedule and complete the 45 minute confidential, individual debrief **by 1pm**

Thursday, 3 June. To schedule your debriefing, use this link:

[https://docs.google.com/document/d/1g3cdcYjbjUpBz-](https://docs.google.com/document/d/1g3cdcYjbjUpBz-AurC00kiUDLAUXNzBmnXCQ5rb7Aqg/edit?usp=sharing)

[AurC00kiUDLAUXNzBmnXCQ5rb7Aqg/edit?usp=sharing](https://docs.google.com/document/d/1g3cdcYjbjUpBz-AurC00kiUDLAUXNzBmnXCQ5rb7Aqg/edit?usp=sharing).

For more information on the IDI: <https://idiinventory.com/>.

2. 80% of the reading should be read in the first half of the course. Students should begin reading and begin work on their Congregation in Context project as early as possible.

3. DMin students meet via Zoom for orientation at 3pm CDT on Thursday, 3 June 2021.

Session 1 -- Tuesday, 8 June 2021 10-11:30am CDT	
Theme: <i>Up-ended Contexts</i>	
Assignments:	<p>To prepare for Session #1, before class begins, please:</p> <ol style="list-style-type: none"> 1. View Prism Video #1. 2. Read Bolsinger pp. 11-83 and Crouch, et.al. https://journal.praxislabs.org/leading-beyond-the-blizzard-why-every-organization-is-now-a-startup-b7f32fb278ff <p>Use the focus questions found in each week’s discussion board for reading clarity.</p> <ol style="list-style-type: none"> 3. D.Min. student responsible for Session #1 uploads a 150-250 word response to both reading focus questions and all students upload a 100+ word response to both focus questions before session begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context. 4. All students sign-up for class worship leadership: https://docs.google.com/document/d/17MlxUEhW9o-c0djbwVj_ShYFTuUsbJj2/edit (Links to an external site.) 5. DMin students sign up for date for leadership of 10-12 minute session to help classmates reflect on assigned readings more deeply: https://docs.google.com/document/d/1QYAW1XwH08ZD7sel2i1Mf4DnwnGod7ya_L_w0aQdRPY/edit?usp=sharing
Session #1 Plan	Worship, Self-Introductions using Claude Steele’s model, Course Overview, Q&A. Discussion: DMin Facilitator #1 leads reflection on day’s reading. Characteristics of rapidly changing context of mission; the end of Christendom; the <i>missio Dei</i> ; Seeing beyond COVID-19.

Session 2 -- Wednesday, 9 June 2021 10-11:30am CDT	
Theme: <i>The Crisis in U.S. Congregational Mission</i>	
Assignments:	<p>To prepare for Session #2, before coming to class, please:</p> <ol style="list-style-type: none"> 1. View Prism #2. 2. Read Bolsinger, pp. 87-223 and Farrell (“Re-memembering Missiology: An Invitation to an Activist Agenda”). Use the focus questions for reading clarity. <ol style="list-style-type: none"> 3. D.Min. student responsible for Session #2 uploads a 150-250 word response to both reading focus questions and all students upload a 100+ word response to both focus questions before session begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context.
Session #2 Plan	Worship. DMin student #2 presents on day’s reading. The Crisis in U.S. Congregational Mission. “Nothing Sells like ‘Mission!’”

Session 3 -- Friday, 11 June 2020 10-11:30am CDT	
Theme: <i>Race, Mission & the Church: "A Threefold Cord Not Easily Broken"</i>	
Assignment:	To prepare for Session #3, before coming to class, please: 1. Listen to Prism #3. 2. Read Jennings' "Zurara's Tears", pp. 15-64 and Charles & Rah, pp. 1-131. 3. D.Min. student responsible for Session #3 uploads a 150-250 word response to both reading focus questions and all students upload a 100+ word response to both focus questions before session begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context.
Session #3 Plan	Worship. "A Well-Varnished Table". DMin student #3 presents on day's reading. The genesis of the concept of race and its relationship to the slave trade, the European missionary movement...and your congregation's understanding of mission.

Due Sunday, 13 June 2021 at 11pm: Congregation in Context Project

Session 4 -- Tuesday, 15 June 2021 10-11:30am CDT	
Theme: <i>"The Wrong Ship": Can Mission Be 'Decolonized'?</i>	
Assignment:	To prepare for Session #4, before coming to class, please: 1. Listen to Prism #4. 2. Read Charles & Rah, pp. 132-206 and Tisby, pp. 13-215. 3. D.Min. student responsible for Session #4 uploads a 150-250 word response to both reading focus questions and all students upload a 100+ word response to both focus questions before session begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context.
Session #4 Plan	Worship. The profound and enduring problems inherent in the colonial model of Christian mission. DMin student #4 presents on day's reading. Is "mission" redeemable in a postcolonial age? Is it possible to engage in mission and still "do no harm"? What, then, might be the characteristics of a post-colonial engagement in mission? Innovative leader Rev. John Edgar presents on experience of "UMC Church for All People", Columbus, OH.

Session 5 -- Wednesday, 16 June 2021 10-11:30am CDT	
Theme: <i>The God Who Speaks Every Language: The Culture Concept and Cultural Humility</i>	
Assignments:	<i>[Note: Session #5 focuses on the culture concept, the dimensions of cultural difference, and the relatively new concept of cultural humility. Because many students have not been exposed to cultural</i>

	<p><i>anthropology, I have included Howell & Paris to get us all on the same page conceptually. Feel free to skim H&P, if appropriate.]</i></p> <p>To prepare for Session #5, before coming to class, please:</p> <ol style="list-style-type: none"> 1. View Prism video #5. 2. Read Howell & Paris, pp. 25-44, Farrell’s “Cultural Humility” and see the resources for Geert Hofstede's further descriptions of the six dimensions of culture. I also attached a chart to give you several examples of where specific people groups appear in Hofstede's categorizations. 3. D.Min. student responsible for Session #5 uploads a 150-250 word response and all students upload a 100+ word response to both focus questions before class begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context. 4. Complete anonymous Mid-course Feedback survey – due by 5:00PM on Thursday, 17 June 2021.
Session #5 Plan	Worship. Intercultural Development Inventory (IDI) Group Debrief. DMin student #5 presents. “The Perfect Storm” and Cultural Humility. Application/Discussion.

Due 5pm, Friday, 18 June 2021: Congregation in Context Assessments (3)

Session 6 -- Friday, 18 June 2021 10-11:30am CDT	
Theme: <i>Mission as Companionship / Creating Pilgrimage: A Strategy for Change</i>	
Assignment Due by class on June 18:	<ol style="list-style-type: none"> 1. Listen to Prism #6. 2. Read Farrell (“A Theology of Companionship” and “Redeeming Short-term Missions”). 3. D.Min. student responsible for Session #6 uploads a 150-250 word response and all students upload a 100+ word response to both focus questions before class begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context.
Session #6 Plan	Worship. A Missiology of Accompaniment. Intercultural Encounter, The Liminal Space as Crucible. DMin student #6 presents. Discussion. Innovative Leader Interview with Rev. Ben Nti (Brooklyn, IA), discussion.

Reading Reflection Papers due 5:00pm on Monday, 21 June.

Session 7 -- Tuesday, 22 June 2021 10-11:30am CDT	
Theme: Missional Leadership as Path-finding	
Assignments:	1. There is no Prism video for Session #7.

	<p>2. Reflect on the focus questions as you read: Kania & Kramer ("Collective Impact") and Smith, (<i>Disruptive Religion: The Force of Faith in Social Movement Activism</i>), pp. 1-25.</p> <p>3. D.Min. student responsible for Session #7 uploads a 150-250 word response and all students upload a 100+ word response to both focus questions before class begins. All responses should evidence understanding of the text and an ability to apply the author's insights to one's context.</p>
Session #7 Plan	Worship. The mutual transformation of the <i>missio Dei</i> . Missional Leadership. DMin student #7 presents on day's reading.

Session 8 -- Tuesday, 25 June 2021 10-11:30am CDT	
Weekly/Daily Theme: Conclusions	
Assignments:	<p>1. There is no Prism video or reading assignment for Session #8.</p> <p>2. Come to class with list of five "next steps" you could use to lead a change process with your congregational leaders to help your congregation become more relevant to its context.</p> <p>3. Final Project due 5 pm CDT on Monday, 28 June.</p> <p>4. D.Min. students only: Paper based on Katherine Turpin article, due 5:00pm on Friday, 25 June 2021. (See rubric)</p> <p>5. Course Electronic Evaluation due 30 June.</p>
Session #8 Plan	Worship. DMin student #8 presents on questions raised by the innovative practitioners. Course Conclusions and Application to Students' Congregations.

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Prohibition of plagiarism