SA/PA 362 Race, Colonialism, Canadian Identities, and Intercultural Ministries
St. Andrew’s College
Spring Intensive Course: 18-22 June 2018
Instructors: Lynn Caldwell and HyeRan Kim-Cragg

Course Description:
This course will engage students in a critical study of race, racism, and intercultural ministry. Content will take an ecumenical, interdisciplinary and global perspective on issues related to interpretations of intercultural ministry. Perspectives from critical race and postcolonial theories will be studied and engaged with to support students’ development of strategies for anti-racist intercultural praxis in church contexts.

This course incorporates the ReJUNEvation conference, June 20-22. The ReJUNEvation theme times and workshops/community engagement/film are a required part of the course. After you register for SA/PA 362, you must also register for ReJUNEvation at the student rate. The student rate is $75 before May 22 and $100 after May 22. Registration details are available online at: https://www.usask.ca/stu/standrews/students/rejunevation.php

Course Goals:
- Raise awareness of, and critically analyse Canadian and Christian identities from racial/intercultural perspectives (programme goals: 2, 3, 4)
- Explore our social positions in relation to racism and Western Christian colonialism (3)
- Engage in changing realities of current ministry through articulating the perspectives of critical anti-racism and key concepts of postcolonial theories (2)
- Explore and develop strategies for practicing and building up justice-seeking intercultural communities (5, 6)

Prerequisites:
An introductory course in theology is an expected prerequisite for participation in the course. This course is also eligible for STM or DMin credit; additional written work will be required for advanced degree credit (please contact instructors at the time of registration if you are registering for advanced status).

A limited number of spaces will be available for those wishing to audit the course.
Grading:
Students have a choice of Pass/Fail or numeric grades; students opting for the Pass/Fail option must let the instructors know prior to completion of the first graded assignment (Handbook, #10, p. 26) Please note that there is a 2% per day deduction for late assignments; late papers may not receive written feedback from instructors.

Course Format Accommodations:
If you have a disability or health consideration that may require course format accommodation, please feel free to contact one of the course instructors to discuss your needs and the process for requesting accommodations.

Course Expectations:
• Mutual Respect
During class, everyone is expected to arrive at class on time, listen attentively and actively to the thoughts and opinions of others, provide constructive feedback in discussions to others, and turn off cell phones before class begins. Students’ full attendance at all sessions is critical (Handbook, #7, p. 25).
• Inclusive Language
In accordance with St. Andrew’s College policy, students must use inclusive language in class discussions and in written/oral communication. This includes using language representative of the whole human community in respect to gender identity, sexual orientation, ethnicity, age, physical and intellectual diversities. (Handbook, p. 47)
• Academic Honesty
It is expected that students will perform all written and oral assignments with academic integrity by submitting and presenting work that is their own. The instructors can recommend resources and share information to assist you, but it is each student’s responsibility to learn the practices for acknowledging and referencing source materials and for understanding what constitutes plagiarism and how to avoid it. (Handbook, College Policy, p. 48)

Required Reading:
Please obtain copies of these two required books:

Other required readings will be posted electronically online through a link made available to students upon registration. These readings are listed in the course schedule.
Assignments:
Course requirements and evaluation are based on a process of:
- **Reading** – texts in anti-racism and postcolonialism, stories of culture, difference, and identity
- **Reflecting** – on how texts relate to the learning goals and themes for the course
- **Responding** – to how these texts, experiences and themes relate to specific contexts in life and ministry

Note that the first two assignments (Discussion Preparation Notes, and Book Review) are due the first day of class. Students are expected to have completed all readings and have submitted these assignments before class begins. Please plan your time accordingly, and feel free to contact either of the instructors with questions about assignment instructions or expectations.

1. **Discussion Preparation Notes (20%)**
   **Due Date:** Monday 18 June – please submit electronically before class begins.
   **Length:** 1 page (250 words) for each assigned reading on the course schedule (6 pages)
   Students are expected to complete, reflectively engage with, and bring insights and questions from the full set of readings. As a demonstration of engagement, and in preparation for class, write a reflection **for each reading** (these can be in “point form”) by responding to the following questions:
   - *What is one key point or question of the author(s)?* What vision or image of the intercultural church comes to mind for you in relation to the reading? What is one question or insight you will bring to the class for discussion? **One page maximum for each reading.**

2. **Book Review (20%)**
   **Due Date:** Monday 18 June – please submit electronically before class begins.
   **Length:** 4-6 pages (1000-1500 words)
   In preparation for the course and conference, students will read and write a critical reflection on *Dear White Christians: For Those Still Longing for Racial Reconciliation*, by Jennifer Harvey. The book review should be organized into these three sections:
   1. **READ:** a description of the key topics covered in the book and of the author’s main thesis/argument (1 to 1.5 pages)
   2. **REFLECT:** a description of 2-3 questions or ideas that emerged from your reading and why they are significant to you. These should be questions and ideas that relate to the learning goals and themes of this course (1.5 to 2 pages)
   3. **RESPOND:** a description of 1-2 actions that emerge for you from your reflection on the reading. For examples: an action could include further reading and research on a question or context from the book, a decision about your practices in ministry and community, or a creative work you could develop. (1.5 to 2 pages)

Include direct references to the book in each of these sections. You may write in “first person” (i.e., using “I”) for this and other assignments.
3. Critical Reflections on Conference Lectures and Engagement (20%)  
Due Date: Monday 25 June  
Length: 5-6 pages (1200-1500 words)  
Write a reflection for each theme time and community engagement/workshop from ReJUNEvation by responding to the following questions: What is one key point or question from the presentation/workshop/engagement? What vision or image of the intercultural church comes to mind for you in relation to the experience? What is one question or insight you would take back to your own context?

4. Integrative “Big Ideas” Paper (40%)  
Due Date: Tuesday 31 July  
Length: 10-12 pages (2500-3000 words)  
This is an essay that identifies and explores 3 critical (“big”) ideas that you take from the course materials into your practices in ministry or other forms of community engagement and vocation. These ideas should come from the course materials we are working through together. Please include introduction and conclusion sections for the paper.  
For each of these 3 big ideas (3-4 pages [750-1000 words] for each idea), provide:

i. Descriptive Explanation: A clear outline of the content of the idea, and succinct explanation of how the idea connects with broader themes in the course. Include direct references to course readings to describe the idea.

ii. Significance: An outline of the significance of the idea (as a challenge to your own previously held ideas, or a new way for you to better understand a particular issue). Include direct reference to class discussions and/or ReJUNEvation experiences to illustrate the significance of the idea.

iii. Connection to Practice: A clear explanation of how the idea connects to your own practices in ministry or other forms of community engagement and vocation, and how it will influence your actions and relations in your own context.
COURSE TOPICS and SCHEDULE

The course is organized thematically. Class seminars will include:
- introduction to the theme, through instructor input; the themes are all different “sites” through which to examine race, racism, colonialism, intercultural questions
- popular culture and media examples (video clips, case studies, longer videos)
- discussion of questions and stories connected to the assigned readings
- interactive elements that relate the theme

Monday 18 June

9am – 12 noon – beginnings [HKC/LC]
- what do we each (students, instructors) understand or think the course is about
- what contexts are we living in / what stories and questions we bring
- the purpose and background of the course
- course logistics for the week, assignments, readings, etc.

READING:

1:30pm – 4:30pm – situating the work: Canada, languages, cultures [LC]
- Dominant culture and cultures of resistance
- the work in which this course is situated (networks and actions in churches, activism, scholarship) – introductions to critical race theory, postcolonialism
- people/ideas/theories that we draw on in our work and lives

READINGS:

Tuesday 19 June

9am – 12 noon – borders and nations [HKC]
- Construction of nations, Canada, Asia, and globally
- Eurocentrism, history, geography, knowledge production
- Diaspora, home, and belonging, and hybrid identity construction

READING:
Tuesday 19 June

1:30pm – 4:30pm – land, belonging and relations [LC]
  o How race and racism are shaped by different spaces globally and daily
  o Indigenous, diasporic, settler, and multiple forms of relations and belonging with each other and with land

READING:

Wednesday 20 June

9am – 12 noon – postcolonial realities [HKC]
  o Emergences of refugees, landlessness, territorialization
  o Power differentials in knowledge
  o Gender resistance, Colonial femininity and Nature, postcolonial feminism
  o Translation as agency, intercultural difference

READING:

Wed evening – ReJUNEvation Event begins

*See the event brochure for full details of the schedule*

7:00pm ReJUNEvation Theme Time I

Thursday 21 June

8:30am ReJUNEvation Theme Time II

1:30pm ReJUNEvation workshops and community engagement

7:00pm ReJUNEvation Theme Time III

Friday June 22

8:30am ReJUNEvation Theme Time IV

[Friday noon – ReJUNEvation ends with lunch]

1:30pm – 4:00pm Final Class: Review of Learning from Class and Conference
  o Naming the “big ideas” and “lingering questions”
  o Identifying other resources and events for going forward
  o Course evaluations
Bibliography of additional readings

Postcolonialism, Postcolonial Biblical Criticism, and Postcolonial Theologies

Race and Anti-Racism:


