

# ACADEMIC COURSE OUTLINES SOUTH AFRICA 2018-19

## CHRISTIAN FOUNDATIONS

BTS-1010/6 credits

**Outtatown Discipleship School, a program of CMU**

Course Syllabus 2018/2019

**Director:** Cameron Priebe (M.A.)

### Course Description:

Within the context of a mentoring environment students will be encouraged to explore the nature of Christian discipleship and an understanding of Christian faith. Lectures will introduce students to an overview of Old and New Testaments, the character of God, the nature of the Church, Christian ethics, the practice of spiritual disciplines and corporate worship, and the attempts to interpret Christian faith in our world today. Selected readings have been chosen to represent some of the current attempts to interpret Christian faith in our time. Within the "circle of trust" of a Christian community, students will be encouraged to wrestle with the difficult theological questions with a mentor or during group discussion.

Throughout this study, the students will be encouraged to consider the expressed mission of the Outtatown discipleship program, which is "to inspire and nurture students in their life of discipleship with Jesus Christ in a journey towards: Knowing God - in truth and relationship; Knowing yourself - in personality and character, in abilities and gifts; and, Knowing the world - in its beauty, diversity and pain." As a result, the community conversation will often centre on the intersection of the larger story of Christian faith and one's own life story in an attempt to discover effective ways of living as a faithful Christian in the post-modern world.

*This course will be given a pass/fail evaluation and may be used to fulfill one of the first year introductory requirements in Biblical and Theological Studies (3 credits) and an additional elective (3 credits) in BTS.*

### Learning Objectives:

1. To gain an understanding of Christian discipleship, Christian community, and the call of Jesus to "follow me".
2. To develop a basic knowledge of the major themes of the Bible and how these relate to one another to form one biblical story.
3. To learn, and to practice spiritual disciplines that will enable the continued development of strong Christian character.
4. To explore the understandings of the nature of the Church today.
5. To gain an understanding of the challenges all young adults face seeking to establish reasonable goals and objectives for further growth and decision making.
6. To do a study of one's own spiritual origins (church or denomination) and to become more capable of expressing one's own convictions about faith.

### Course Lecture Series:

Each lecture series will generally include six to eight, two hour sessions of instruction and directed interaction. At times instructor will be living on site with students which will provide additional time of discussion. Students will receive lectures from several different instructors. Further study and reflection will take place under the direction of the site leaders and within the various interactive group settings. Through a written response to a set of questions for each lecture series, as well as through journaling, and group discussion, students will indicate their grasp of the material under discussion.

### Instructors 2018/2019:

All site leaders who direct the student learning and assist in the evaluation have a completed undergraduate degree, extensive training, and in some cases further study towards a master's degree. All instructors have appropriate academic credentials and exceptional field experience.

Scripture Overview  
Relationships, marriage and singleness  
Theology and Jesus  
Understanding and Experiencing Church  
Listening to God: Studies in the Book of Mark

Jodie Smith, MCS  
Sharon Peters and Kevin Snyder  
Janelle Braun, MA (in process)  
Jonathan Janzen, M.A.  
Steve Klassen, M. Div.

**Required Student Reading:** Discussion, a written reflective response, and specific questions will be assigned in relation to each reading.

Cavey, Bruxy. *Reunion: the Good News of Jesus for Seekers, Saints, and Sinners*. Harrisonburg, Virginia; Herald Press, 2017.

Bessey, Sarah. *Out Of Sorts*. Howard Books, Toronto, Ontario. 2015

Day, Tim. *God Enters Stage Left*. The Meeting House. Oakville, Ontario. 2013

Yancey, Philip. *What's So Amazing about Grace?* Grand Rapids: Zondervan, 1997.

Yankoski, Mike. *Under the Overpass: A Journey of Faith on the Streets of America*, Colorado Springs; Multnomah Books, 2005.

**Key Biblical Readings, Study and Reflection:**

The lecture materials in New Testament and Old Testament surveys, guided student devotional sessions, and related reading assignments will introduce students to a variety of biblical texts.

**Assignments and Academic Credit:**

This is a 6 credit hour portion of the program and will be entered into the Outtatown records as a pass/fail evaluation. This course centres on a series of lectures by visiting instructors along with group discussion, assigned readings, journaling and related assignments. Since much of this takes place in very informal settings, the evaluation process can be difficult. Furthermore, much of the learning is experiential in nature and depends on group interaction, which can further complicate the outcomes.

**Course Evaluation:**

Required books, questions, and journal response	40%
- <i>Under the Overpass</i>	
- <i>Out of Sorts</i>	
- <i>Reunion</i>	
- <i>What's So Amazing about Grace?</i>	
Home Church Study and Personal Faith Story	10%
Written response to lectures (on 5 of 7 lectures)	30%
Biblical readings, reflections, engagement in Christian Foundations learning and mentoring sessions	20%

**Grading Scale**

Grade	Letter Grade	Numeric Range
P	Pass	60% - 100%
F	Failure	Less than 60%
CS	Completed Satisfactorily	Non-credit course (audit)

**CULTURE, CONFLICT AND TRANSFORMATION IN SOUTHERN AFRICA**

GEOG-1100/6 credits

**Outtatown Discipleship School, a program of CMU**

Course Syllabus 2018/2019

**Director:** Cameron Priebe (M.A.) in consultation with academic country partners in South Africa

**Course Description:**

Beginning with lectures in Pretoria and Cape Town, followed by the stories of individuals who have lived through the transitions in South Africa, students will be introduced to the issues of conflict and social transformation in South Africa. They will experience first-hand the varied perspectives that come from the diverse cultures, while they live and work with the four main people groups in South Africa; those identified as the Whites, the Blacks, the Coloureds, and the Indian population. They will be introduced to the history of Apartheid, the work of the Truth and Reconciliation Commission, and the current outcomes that can be seen in people's lives.

**Educational Objectives:**

1. To explore the transformation taking place in South Africa in terms of religious, cultural, economic, and social change.
2. To understand the complexity of what is taking place in South Africa by listening to the stories of four main people groups, in order to gain varied perspectives on “truth and reconciliation” and the ways in which a unified story or history of South Africa must be sensitive to the perspectives of many.
3. To contrast and interpret what they experience through readings, guided discussions, lectures by eminent historians and theologians who know the story intimately, and the people that have experienced this story first hand.
4. To gain an understanding of the similarities and differences in the treatment of indigenous people groups in both South Africa and in Canada.
5. To examine the role religion has played in South Africa, both in terms of oppression, but also in terms of healing and reconciliation.
6. To analyze one’s own religious understandings in the context of such diversity and to consider Christian views of peace, justice, grace, mercy, and forgiveness.
7. To compare the nature of interpersonal conflict and conflict resolution with issues of social, political conflict on a larger scale and to make connections with conflict and conflict resolution that occurs between racial or cultural groups and between nations.

**Consultation and Lectures by Country Partners in South Africa:**

Prof. P G J (Pietre) Meiring Ph.D. - U of Pretoria, member of TRC  
 Johan Horn Ph.D. – UCSA, Trainer for student youth movement across Africa  
 Pastor Mpho Putu M.A. - IDASA Citizen Project for the Government of South Africa

**Assignments and Evaluation:**

1. Lectures on the history of Africa in general and the more recent history of South Africa in greater detail
2. Research, presentations, and discussion on the history of South Africa, the nature of apartheid, the cultural diversity in South Africa, and a context for stories and experiences that will be part of second semester.
3. Assigned questions, group discussion, journaling, and some research will allow for the articulation and evaluation of what they have learned.

Journal assignments and integrated discussions will take place throughout the semester with a final one week debriefing session in South Africa prior to departure.

At the end of each week (or two weeks in some cases) assigned questions will be given to the students in order to encourage deeper processing of what they saw, what they learned about the people/culture/environment/economic situation/emotional situation, and what the student learned about their own character and passions. Assigned questions are specific to the experience of that portion of the program.

**Example of an Assignment Following the Experiences in Soweto and Pretoria:**

1. Using your five senses, compare and contrast the communities of Soweto and Pretoria
2. In what ways (either subtle or obvious) do you see God working in both the Black and Afrikaaner communities?
3. How do we truly love and extend grace to Afrikaaners instead of judging their past/present attitudes?
4. As a Black South African, or as an Afrikaaner South African, what steps could you take to bridge the gap between the two cultures?
5. What similarity do you see between South Africa and the Canadian context?
6. Upon your return to Canada, how can you continue responding to the diversity of needs in our own country? Be specific.

**Book Study:**

Required reading:

Joseph, Bob. *21 Things You May Not Know About The Indian Act*. Indigenous Relations Press. Port Coquitlam, BC. 2018.

In addition to the book study, students will engage in discussion and will be given questions that lead to a written response comparing and contrasting the time in the Soweto with a Black community with their time in Pretoria with a White, Afrikaans community.

**Evaluation and Grading (pass/fail):**

Required book	10%
- As listed above under required reading	
Written journal responses to lectures	30%
Journal responses to four cultural groups	40%
Evidence of cultural engagement	20%

**Grading Scale**

Grade	Letter Grade	Numeric Range
P	Pass	60% - 100%
F	Failure	Less than 60%
CS	Completed Satisfactorily	Non-credit course (audit)

**CROSS-CULTURAL SERVICE LEARNING**

PRAC-1000/6 credits

**Outatown Discipleship School, a program of CMU**

Course Syllabus 2018/2019

**Director:** Cameron Priebe (M.A.)**Course Description:**

Service Learning is a supervised, structured, experience-based learning opportunity that involves the student in action, reflection, and response on: teamwork, cooperation, leadership, cross-cultural communication and relationships, as well as the role that money, education, and power dynamics can play in these situations. During the first semester in Canada, the students will serve in urban ministries in Winnipeg and Vancouver, complete various work assignments with Christian retreat centres, and participate in a learning community with an indigenous people group. During the second semester students will serve in their international location assisting with local construction projects, working with children in orphanages and schools and providing assistance in the various Churches and ministries we are associated with in that country. (This course will fulfill the requirements for a 6 credit practicum in most CMU programs except those with very specific practicum requirements such as music therapy and IDS).

**Assignments:**

Various studies have demonstrated that students' overall learning in a service assignment is enhanced if they have opportunity to reflect on and discuss their experiences and insights with others. After each of the major service assignments there will be an opportunity for group reflection and students will be asked to provide a reflective journal entry evaluating their experience and what they have learned.

Students on this program can expect to spend approximately 30 - 40 hours in service assignments in the first semester during their urban plunge programs and various Christian ministry programs. During the second semester the students can expect to spend approximately 80 – 120 hours in service ministry. A full group discussion, journaling and further discussion in small groups or mentoring sessions will allow for the interpretive process to be realized.

**Evaluation:**

Journal entry for urban plunge projects (two events)	20%
Journal entry for First Nations experience	10%
Journal entries, discussion, and engagement with International programs (i.e., Tuesday afternoon service, Independent service week, Kayamundi, MCC, Project Gateway, etc.)	60%
Required Book - Selected Readings to be assigned	10%

**Grading Scale**

Grade	Letter Grade	Numeric Range
P	Pass	60% - 100%
F	Failure	Less than 60%
CS	Completed Satisfactorily	Non-credit course (audit)