

Christian Foundations

BTS-1010/6 credits

Ottatown Discipleship School, a program of CMU

Course Syllabus 2010/2011

Director: Paul Kroeker (B.Sc., M.A., Th.M. Regent College)

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 major themes of the Old and New Testaments, the character of God, the nature of the early church and historic Christianity, Christian ethics, the practice of spiritual disciplines and corporate worship, and the attempts to interpret Christian faith in a post modern world. 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 express mission of the Ottatown 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 themes and moments in the early church, and throughout church history, that leads to greater understandings of the nature of the Church today.
5. To gain an understanding of the challenges all young men and women face as they become adults, 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 eight, two hour sessions of instruction and directed interaction. Since the instructor will live on site with the students there will be considerable additional time of discussion. Students will receive lectures from seven 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 2010/2011:

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 masters degree. All instructors have appropriate academic credentials and exceptional field experience.

Introduction to NT Themes and Issues – Brian Larmour, M.Div.

Worship as a Way of Life – Gareth Goossen, M.Div.

Becoming Men of Character and Faith – Blayne Greiner M.Div.

Becoming Women of Character and Faith - Sharon Snyder, M.A.

Contemporary Idols and Christian Faith – Nathan Rieger, M.Div.

Building Relationship through Mission - Tara Bishop, B.A.

The Study of the New Testament - Gerry Michalski

Theology: Faith Seeking Understanding - Gavin Hall, Ph. D. cand.

Intro to Discipleship - Paul Kroeker, B.Sc., M.A., Th.M.

How to Read the New Testament - Brad Fuller

Spiritual Disciplines - Shawna Peters

Anabaptist Perspectives on Peace & Justice - Jonathan Janzen

Studies in the Book of Mark - Steve Klassen

Courage & Calling: Gift Discernment - Natasha Krozier

Required student reading: discussion, a written reflective response and specific questions will be assigned in relation to each reading.

Claiborne, Shane. *The Irresistible Revolution: Living as an Ordinary Radical*. Grand Rapids; Zondervan, 2006.

Winner, Lauren F. *Real Sex: the naked truth about chastity*. Grand Rapids: Brazos Press, 2005.

Campolo, Tony and Brian D. McLaren. *Adventures in Missing the Point*. Grand Rapids: Zondervan, 2003.

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

Thomas, Gary L. *The Glorious Pursuit: Embracing the Virtues of Christ*. Colorado Springs: NavPress, 1998.

Burgos-Debray, Elisabeth (ed.). *I, Rigoberta Menchu: an Indian Woman in Guatemala*. New York: Verso 1984. (Guatemala students only)

Methabane, Mark. *Kaffir Boy*. New York: Free Press, 1986. (South Africa students only)

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 the following Biblical texts: Genesis, Ecclesiastes, Amos, Luke, Acts and Philipians.

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 centers 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. The main assignments are as follows:

- Three page journal responses to questions from lectures (6/7 sessions).
- Home Church Study
- Response and discussion on reading assignments (three entries)
- Biblical readings, reflections, journal entries and mentoring sessions
- Response to issues of poverty and injustice from a Biblical perspective

Course Evaluation:

Required books, questions, and journal response	30%
Home Church Study and personal faith story	10%
Written response to lectures (on 5 of 7 lectures)	30%
Biblical readings and guided reflection	20%
Issues of poverty and injustice and a Christian response	10%

Marking guide to be developed for all assignments and to be appended with final copy

Beginning Spanish I & Beginning Spanish II LANG-1211/3 credits & LANG-1221/3 Credits

Outtatown Discipleship School, a program of CMU Course Syllabus 2010/2011

Director: Paul Kroeker (BSc, MA, ThM Regent College) in consultation with APPE, our academic partner in Antigua, Guatemala

Course Description

Starting with an introduction to some common Spanish expressions in the first semester, the students will then receive six weeks of Spanish language instruction while living with a Spanish family during their three months of intensive cultural engagement in Guatemala during the second semester. The Spanish classes are taught by instructors of Academia De Profesores Privados De Espanol (APPE) in Antigua, under the jurisdiction of the Universidad Rural De Guaetemala and certified by the Guatemalan Department of Education. This course will fulfill the requirements LANG-1211 and LANG-1221 Beginning Spanish I and Beginning Spanish II and is available in the Guatemala program only. See www.appeschool.com for more information.

Methodology:

Students spend 6 weeks living with a family that speaks only Spanish. At the same time they are attending morning classes Monday through Thursday from 8:00 to 12:00 where they are placed in a class of 4 or 5 students with a qualified instructor. These are intensive Spanish classes, and the instruction includes grammar, vocabulary, verb conjugations, idioms and conversation. Throughout their time in Guatemala students will have endless opportunities to develop their conversational Spanish skills on the street and in the markets.

Evaluation:

Students will receive a final grade from their instructor in the APPE program. This is based on frequent testing and a final exam. This together with demonstrated ability to negotiate basic language requirements for travel and events will result in a final grade. If a student wishes to withdraw from the Spanish program due to difficulties accessing the language or due to health reasons, they may do so with the consent of their mentor by March 15, 2010. This will then be recorded on the transcript as a withdrawal.

APPE weekly test and exam results	60%
Cultural engagement	20%
Language usage by the end of the semester	20%

Culture, Conflict and Transformation in Southern Africa

GEOG-1100/6 credits

Outtatown Discipleship School, a program of CMU

Course Syllabus 2010/2011

Director: Paul Kroeker (B.Sc., M.A., Th.M. Regent College) 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 recent 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 Coloreds, 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:

- To explore the transformation taking place in South Africa in terms of religious, cultural, economic and social change.
- To understand the complexity of what is taking place in SA 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.
- 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.
- To gain an understanding of the similarities and differences in the treatment of indigenous people groups in both South Africa and in Canada.
- To examine the role religion has played in South Africa, both in terms of oppression, but also in terms of healing and reconciliation.
- 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.
- 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

Rodney Dreyer M.A. – U of Cape Town, Inter-personal, Inter-racial Conflict Resolution

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:

First Semester Introduction to issues in South Africa

- One day session with lectures, assignments and discussion on HIV/AIDS in Africa
- Lectures on the history of Africa in general and the more recent history of South Africa in greater detail
- One week of 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.
- During the first semester the students will spend one week with an aboriginal people group in Canada. During this time, lectures, discussions, various ceremonies, guided museum visits, and personal stories will form the instructional portion of the program. This study of exclusion, discrimination and marginalization in Canada is designed to prepare students to compare and contrast these processes in an international context. Students will live and serve within these communities providing a context for the stories they hear.
- Assigned questions, group discussion, journaling, and some research will allow for the articulation and evaluation of what they have learned.

Second Semester Weekly Journal Assignments

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 2 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. After reading Kaffir Boy and spending time in South Africa, how has your view of this nation been confirmed or contradicted?
3. In what ways (either subtle or obvious) do you see God working in both the black and Afrikaaner communities?
4. How do we truly love and extend grace to Afrikaaners instead of judging their past/present attitudes?
5. As a Black South African, or as an Afrikaaner South African, what steps could you take to bridge the gap between the two cultures?
6. What similarity do you see between South Africa and the Canadian context?
7. 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 of a novel that tells the story of apartheid followed by discussion and a written response to the material in the text.

Mathabane, Mark. Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa. Toronto: Free Press, 1986.

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.

In addition to the Book Study Assignment, the students engage in small group discussions according to the chapter they felt was most meaningful. Each small group discusses what they found significant about the chapter with one person recording what the group says. Then, the small group presents their findings to the larger group in creative instructional ways (song, skit, interpretive dance, etc).

Example of assignment questions for Kaffir Boy:

1. Give a short summary of the story
2. What elements of Johannes' character helped him rise above the situation faced by blacks in South Africa? What other factors helped him?
3. How can his story inspire other people in similar situations?
4. What about his story inspires you (spiritually, vocationally, personally)?
5. In preparing for South Africa, what surprised you about the brutality and racism that existed just 10 years ago?

Evaluation and grading (pass/fail)

First semester research and presentation on SA	10%
First semester week with aboriginal peoples group	10%
Written journal responses to lectures and book reading	20%
Journal responses to four cultural groups	20%
Evidence of cultural engagement	20%
Self evaluation in consultation with your mentor	20%

Background to culture, conflict and transformation in Southern Africa:

South Africa can be described as an emerging democracy, following the end of apartheid in 1994 and the establishment of a democratic system in 1996 that has extended democratic rights and privileges to the non-white majority. This provides a unique opportunity for students to experience the transformations taking place and to examine the implications of these changes in terms of religious, racial, political, social/cultural and economic aspects of South Africa.

Educational Methodology:

An initial introduction to the history of South Africa takes place in the first semester through reading, research, discussion and selected guest lecturers. A visit with a Canadian indigenous group will assist in the study of similar issues in South Africa. Then in South Africa, the students are immersed in four main cultural groups that represent the major story of change taking place in this country:

- **The South African Black Indigenous Community** - The students will live in the indigenous black community represented by the Soweto district in Johannesburg. This district was formed as a massive labor pool for white South Africa during apartheid, and became the centre of violence prior to 1994 as blacks engaged in what they call “the struggle” for South Africa. Living within this urban black community and helping to serve in some of the nearby rural communities, the students will hear first hand the effects of apartheid on the family, on communities, and on the economic well being of these people. The students will see evidence of government strategies to rectify the current situation but their dominant impressions will undoubtedly indicate that meaningful transformation is slow in coming. Of greater importance may be the hope that can be seen in the black religious community that has dealt with issues of grace and forgiveness from the past and is working in practical effective ways to provide healing, education, housing and employment that will lead to the transformation of homes and neighborhoods.
- **The White Afrikaans Community** – The second chapter to this story will take the students from the labor pool in Johannesburg to the centre of the Afrikaans white community in Pretoria. As part of their education they will actually ride the “gospel train” that takes them from one world to another. Established in the 1600’s by Dutch settlers, this community traces its story in terms of victory over the Zulu’s, and the work of God to establish a Christian community in South Africa. Living with families that are part of the conservative religious community they will visit the Voortreker monument, and listen to some of those in this community that feel that privilege and opportunities are being lost in this exchange. During this time in Pretoria, the students will attend lectures at the University of Pretoria and that will cover some of the efforts of the Truth and Reconciliation Commission to deal with the atrocities of the past and to move South Africa toward a meaningful peace for the future.
- **The Colored Communities of South Africa** - A third chapter will be the stories they hear from the colored community in the area of Strandfontein, near Cape Town. Traveling there through the heart of South Africa the students will experience the terrain of this remarkable country. Living with families that were identified as “colored” during apartheid due to mixed parentage, the students will hear the stories of those who had connections to two other communities in South Africa, but were refused membership in either one. Despite a rather complicated story that often differs from one house-hold to another, a rough pattern emerges that allows students to see some of the social and economic dimensions of life before and after the

changes taking place in 1994, and the issues of grace and forgiveness that will be unique to this group of people.

- **The Indian Community of South Africa** – Traveling up the Garden Route, along the Indian Ocean and the East Coast of South Africa, the students will make their way to the city of Durban. Here they will meet the largest Indian community outside of India. Many are the offspring of slaves brought to South Africa by the British. Others are part of a wider immigration taking place from India and Pakistan to join this community due to cultural affinities and greater opportunity in an industrious group of people. Again, they will encounter stories of the past and the present that provide further interpretation and a new perspective on the transformation taking place in South Africa.

The issues that students face in this program will be intense and provocative. They will encounter contrasts in living situations that are disturbing and hard to deal with. It is only through the effective guidance of their own mentor and the interpretive assistance of those who know the story well, that students will be able to make some sense of what they experience. The educational experience will be dramatic and long lasting, but we hope that through careful interpretation of the information, that students will gain perspectives that will lead to significant personal growth and long term decisions in terms of career and lifestyle that will lead to greater social justice and provide hope for the future.

Cross-cultural Service Learning PRAC-1000/6 credits

Outtatown Discipleship School, a program of CMU Course Syllabus 2010/2011

Director: Paul Kroeker (B.Sc., M.A., Th.M. Regent College)

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 (see attachment on experiential learning cycles). During the first semester in Canada, the students will serve in urban ministries in Winnipeg and Vancouver, complete various work assignments with Christian retreat centers and participate in ministry 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 service ministries in Canada	10%
Work with Canadian Aboriginal Community	10%
Journal entries with international programs (6 events)	60%

Assignments will differ between those in South Africa and those in Guatemala and will be articulated for each group.