URB790 Ministering With and Among Hispanics
Fall, 2012 - Block
Monday evenings from 6-9, Starting September 10, 2012

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Fletcher Tink, PhD
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Office: (816) 268-5496
Office Hours: daily or by appointment

Catalog Description
URB790: Advanced focus in urban studies, including issues, problems, application and orientation in related disciplines.

Course Narrative
This seminar is being presented for the second time, seeking to address the issues of ministry to Latinos both in the United States and throughout the Hispanic World. The influence of this "brown" world is great and growing not only in sheer numbers and political power in the geopolitical world, but also in the Christian Protestant world. Perhaps up to 100,000 Latinos now reside in the Kansas City area, and our Latino Nazarene churches are growing in numbers and size.
The fastest growing of all ethnic communities, the American Latino community is one of the most intensely religious, coming with their ancient religious traditions, their African influences, the Catholic devotion and their evangelistic and Pentecostal enthusiasms.

This course will address issues of history, culture, national and ethnic variations, attitudes, religious orientation, theological and evangelistic opportunities among the many people groups loosely defined as Latino or Hispanic, with the Spanish language being the primary unifying definition.

The seminar will consist of readings, videotapes, case studies, lectures, site visits, projects and group discussions.

**Degree Objectives**

**Master of Divinity**

The overall goal of the M.Div. curriculum is the personal development of students to that degree of spiritual maturity of mind and character appropriate for service in the various ministries of the Church, especially the pastoral ministry. Such Christian spiritual formation can take place only through a deepening knowledge of the Triune God of Christian faith as the God whose character is holy love, revealed to us definitively as Incarnate in Jesus Christ by the Holy Spirit. This deepening knowledge is developed primarily through realization of the following objectives:

**Objectives**

1. Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection on the pastoral arts, exhibited in the following outcomes; the student/graduate will:
   a. Engage the holistic nature of the church in redemptive ministries of restoration
   b. Lead in such a way as to develop the leadership potential in others
2. Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God, exhibited in the following outcomes; the student/graduate will:
   a. Articulate the missional nature of the church
   b. Exegete aspects of society including ethnicity and culture

**Master of Arts Intercultural Studies**

The Master of Arts in Intercultural Studies (MAICS) Degree program prepares students for ministry in multicultural contexts, providing special preparation for future missionaries, pastors, teachers and other professionals who will minister in a multicultural world. The MAICS Degree combines theological and intercultural scholarship from a Wesleyan/Holiness perspective with the specific goal of ministry in a multicultural setting. This program allows students to seek specialization in areas such as urban ministries, education, and other areas of servant-leadership in intercultural contexts.

**Objectives**

The intended learning outcomes of the program include the following:

1. Graduates will participate in God's mission and the ministries of the global Church from a Wesleyan/Holiness missiological perspective.
2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.
3. Graduates will demonstrate sensitivity to cultural and ethnic diversity for building relationships in multicultural contexts.
4. Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.
5. Graduates will demonstrate skills, knowledge and networks of relationships to pursue vocations that engage the mission of God globally.
6. Graduates will value the importance of spiritual formation, in both its personal and communal dimensions, in a variety of cultural settings.

Master of Arts Christian Formation and Discipleship

The M.A. in Christian Formation and Discipleship (MACFD) Degree program provides resources in faithful discipleship for those entering ministry and specialized study for practitioners seeking to expand their abilities in educational ministry. As a research degree in practical theology, the program seeks to integrate specialized study with theological reflection. As a professional degree leading to ministry practice, the program provides both foundational ministry education (in conjunction with the MACFD Diploma for Diaconal Ministry) and specialized age-level or family based ministry.

Objectives

The MACFD Degree Program affords participating students opportunities to meet the following ministry objectives:

1. Discern the various developmental and cultural forces that influence people's lives in their growth along the life course, and design appropriate ministry strategies that forms persons into ongoing faithful disciples.
2. Learn the complexities and creative potential inherent within social contexts that influence leadership practice, particularly within staff ministry.

Master of Arts Theological Studies

The Master of Arts (Theological Studies) Degree [MA(TS)] is designed for students who do not intend to enter full-time ministry or to serve as professional clergy, but who desire familiarity with the major theological disciplines and to deepen their understanding of Christian faith.

Objectives

The overall goal of the MA(TS) curriculum is the personal and educational development of students through participation in the worshipping and learning community of the seminary in such a way as to deepen their understanding of the God of Christian faith and the life and mission of the Church, and further prepare them for Christian service.

GENERAL ACADEMIC TRACK

1. Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons.
Course Outcomes

Upon successfully completing this seminar, students should be able to:

1. To experience and understand the Latino contextual world
2. To identify historical issues that have contributed to the current ministry setting of Latinos
3. To understand the social complexities that have that face Latinos in a majority White culture.
4. To understand the development of the Latino Christian witness through time and context
5. To understand salient components of the Latino religious experience, i.e. rituals, music, preaching, worship styles, leadership models, societal role of the Church.
6. To identify cross-cultural points of contact
7. To experience the richness of Latino religious celebration
8. To learn how to serve in the Latino world in mutually satisfying ways.

Required Texts & Course Materials

2. Melendez, Federico (Translated by Fletcher Tink). *The Legacy of John Wesley for the Latin American World*

Recommended Texts & Course Materials

Course Outline

Week One:  Monday, September 10

Introductions, Distribution of Materials, Discussion of Syllabus, Orientation to Topic

**Topic:** “Looking at Linguistic Insights”

Week Two:  Monday, September 17

**Topic:** “The Challenge of Ministering to Hispanics: Historical Overview of Hispanic Presence in the New World:”

**Assignment:** Reading of two provided articles and discussion
Week Three: Monday, September 24

Guest Lecturer: Roberto Hodgson: Director of Hispanic Ministries in North America


Assignment: Read the text: “Religion in Latin America”. Prepare to turn in the book review next week.

Week Four: Monday, October 1

Topic: “The Emergence of the Church of the Nazarene in Latin America”

Week Five: Monday, October 8

Topic: “The Influence of Pentecostalism in Latin America”

Week Five: Wednesday, October 10; from 1:00-9:00

Field Visits: Visiting a Variety of Hispanic Ministries

Week Six: Monday, October 15


Week Seven: Reading and Research Week

Week Eight: Monday, October 29

Topic: “Latin American Worship, Cultural Styles and Expressions”

Week Nine: Monday, November 5

Topic: “Issues in Multicultural and Multi-congregational Churches”

Week Ten: Monday, November 12

Topic: “Developing Hispanic Ministries: Church Planting and Compassionate Ministry Centers”

Week Eleven: Monday, November 19

Topic: “Confronting Aberrations and Deceptions within the Latino Context”

Week Twelve: Monday, November 26

Topic: “Latinos as World Christians”

Week Thirteen: Monday, December 4

Presentation of Major Projects
**Course Assignments & Requirements**

1. The reading of four texts indicated above, including the text of the student’s selection. Also, all materials distributed in class session.
2. Reviews of three of these texts of about 3-4 pages each, giving equal attention to a) Overview; b) Critical Evaluation; c) Personal Application.
3. A written report that documents the reading of at least 1,000 pages of materials directly related to the subject at hand. This report should indicate author, source, title, and the pages read.
4. The researching and reading of three articles in missiological journals that address ministry to Hispanics either in Latin America or North America. The student will be required to purchase at least one copy of the *Journal of Latin American Theology: Christian Reflections from the Latin South*, made available for $10 at class time. At least one article from this journal must be used.
5. Two site visits outside of class time in a Hispanic context. The first should be a religious event or organization, the second, a secular or cultural event. A two-page written report on each of these will be required, with one of these reports orally given in class.
6. The presentation of a journal that narrates the experience of the day of “site visits” in class scheduled for October 10th. There will be at least three site visits to various ministries. The journal will narrate the information learned on the left side of the page and a column on the right side that expresses more a reflection on the information learned.
7. An interview with an Hispanic immigrant according to the questionnaire guidelines that will be presented. This should be a Verbatim that explores the personal and practical issues and insights offered by the interviewee.
8. A major paper of 15-20 pages or a Power Point presentation that take on some aspect of ministering to Latinos. One may choose from the following themes:
   - Latino worship styles
   - The Message of Holiness and the Latino Culture
   - What Evangelicals Can Appropriate from Liberation Theology
   - Reasons for Growth of Evangelicals in Latino Community
   - How Evangelicals are Changing the Latin Catholic Church
   - Key Problems and Responses in Ministering to Latinos
   - A Biblical Understanding of Hospitality to Latinos in an Unfriendly Society
   - Why are Latino Evangelicals Slow to Engage Wholistic Ministries?
   - Multicultural Church Settings: How Latino Congregations Can Facilitate
   - Symbols and Settings Appropriate for Latinos
   - How to Engage the Second and Third Generation of Latinos
   - Case Studies of Successful White/Black-Latino Mutual Engagement for Ministry
   - Next Steps for the Church of the Nazarene to Indigenize Latino Ministries
These are suggestions only. Other worthy topics are acceptable but must be cleared by the professor well in advance.

These will be presented on the final class session and should be about 20 minutes long, with resource materials or outlines made available to all other students.

**Distribution of Student Learning Hours**

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<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>36</td>
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<tr>
<td>Field Visits, both group and private</td>
<td>12</td>
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<tr>
<td>Reading</td>
<td>40</td>
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<tr>
<td>Writing</td>
<td>38</td>
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<tr>
<td>Interview and Written Verbatim</td>
<td>6</td>
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Method for Submitting Assignments
During class times, assignments may be handed in as hard copies to the professor. Outside of class
times, assignments may be emailed to fletchi@aol.com, as Word document attachments.

Form and Style Expectations
Assignments should be presented using a word processor rather than handwritten, following
consistent format that is easy to read, and conforms to any of the formal templates of acceptable
written form. Footnotes or endnotes, appropriate bibliographic format, and title pages should be
used. Accurate spelling and acceptable grammatical constructions are imperative.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the
English language in ways that imply the exclusion or inferiority of women, NTS urges students,
faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their
writings. All written work presented to meet course requirements must use gender inclusive
language.

Policy Regarding Late Work & Missed Exams
Any assignment that is not turned in on the due date will be discounted in accordance to the
reasons and context of the assignment. No grade will be deducted by more than a letter grade
within 24 hours of the due date. However, all work must be turned in by December 11 to receive
any grade. Materials turned in after that time, may be given failure grades.

Additional Costs:
Because of the Wednesday site visits assignment and the need for meals and possible transportation
needs, each student should expect to spend up to $15 for food and transportation on that day.

Course Grading
1. Seminar Participation 10%
2. Reading Report 10%
3. Reading Text Reviews (3) 20%
4. Field Visits and Reports (2) 10%
5. Journaled materials 10%
6. Article Reviews (3) 10%
7. Interview and Verbatim 10%
6. Research Project 20%

Total: 100%

The seminar will use the conventional grading scale of 90+ as A or A-; 80+ as B+, B, or B-; etc.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing
students with disabilities the opportunity to participate and benefit from its programs and
activities. Accordingly NTS will make reasonable modifications to its programs and activities to
accommodate otherwise qualified students with disabilities, unless such modifications would
impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. For this seminar, it will be expected that students will attend every session and the “field visits” day, scheduled for Wednesday, November 7th from 9-9. Each unexcused absence may lower grade by half a letter grade. Three unexcused absences may result in dis-enrolling the student from the class. An excused absence needs to be confirmed in advance, except in an emergency.

Daily attendance records must be reported for those obtaining VA and Department of Education benefits. Students must make the professor aware that their attendance must be recorded.

**Course Calendar**

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<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td>Sept 18</td>
<td>Joy at Work by Bakke read</td>
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<td>Sept 18</td>
<td>Self Description of Vocation Turned in</td>
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<td>Oct 9</td>
<td>Stevens, the Other Six Days book due</td>
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<td>Oct 30</td>
<td>Becket Text Due</td>
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<td>Nov 13</td>
<td>Personal Field Visit Report Due</td>
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<td>Nov 20</td>
<td>Additional Book Review Due</td>
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<td>Nov 27</td>
<td>Written Journal on Field Visits Due</td>
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<tr>
<td>Dec 4</td>
<td>Major Project Presented; Reading Report Turned in, Personal Evaluation, Self-grading, and Thank You Letter to Mustard Seed Due, Additional Review Due</td>
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