Seminar III: Ethnic and Racial Reconciliation (Immersion Course)

DMMCP917, W1

4 Credit Hours

- Concentration(s): From Managing Conflict to Building Peace
- Date of Course: 2018
- Location/Campus: TBA

Contact Information

- Virginia Toddy Holeman, Ph.D. & S. Mathieu Gnonhossou, D.Min., Ph.D. (Candidate)
- toddy.holeman@asburyseminary.edu, mathieu.gnonhossou@asburyseminary.edu

Course Description

This course aims to provide a healthy and safe avenue for open and honest discussions about theology and practice of racial-ethnic reconciliation as a crucial area of conflict transformation in the global church. It discusses factors and patterns of racism, racialization, and ethnocentrism in society and in the Church as well as specifics manifestations of these in workplaces, local churches, and in other Christian institutions. Participants engage in critical theological assessment of racism, racialization, ethnocentrism, and related dysfunctions in their ministry contexts and engage in creative solutions on the basis of a Wesleyan understanding of God’s story in Christ. The course consists of site visits to churches and ministries where openness to issues and racial-ethnic wounds, as well as subsequent healing stories, can be appreciated. Class conversations focus on ways the church of the 21st century
can be a hub for racial-ethnic healing in light of the failing strategies of the past.

**Cohort Thematic Focus**

Conflict: always a matter of when, not if. Conflict is never really managed nor resolved, despite our faithful attempts. To many in the church, it can only be viewed as ungodly or even diabolic. But is this all there is to conflict for people of Christian spirituality? In this cohort conversation, field-tested faculty mentors seek to replace this conventional wisdom with a practical and positive vision for peace-building and conflict transformation. Using robust case study and constructive learning methods, participants leverage theology, theory, analysis and practice to cultivate restorative conflict intervention principles. This cohort explores mediation, forgiveness, reparative justice, and structural and policy change at the personal, community and regional/issues levels.

**Welcome**

Welcome to this cohort and to this class. This cohort is jointly taught by Sègbégnon ‘Mathieu’ Gnonhossou, DMin., Ph.D. (Candidate) and Virginia Toddy Holeman Ph.D.

With a commitment to socially engaged theological praxis, **Dr. Sègbégnon Mathieu Gnonhossou** is a Certified Trainer in workplace conflict mediation, a Board Certified Coach, and a court-approved Family Mediator at the Court of Justice of Kentucky. He’s been in ministry for the past 16 years and is most known for his passion for church renewal aimed at positive impacts on society. This has led him into a number of ministry ventures including co-founding an indigenous missional movement (Mouvement Missionnaire pour l’Evangile de Christ) as well as current efforts at introducing restorative justice in neighborhoods and schools in Benin. He holds a Doctor of Ministry degree from Asbury Theological Seminary and is a Ph.D. Candidate at The University of Manchester/Nazarene Theological College. His interdisciplinary approach is reflected in his current study, which combines Wesley Studies and Applied Anthropology with a focus on the doctrine of atonement in light of conflict-ridden sociopolitical challenges in Africa. Mathieu find pleasures in spending time with his children, doing restorative mediation in schools and neighborhoods and using his intercultural abilities to serve immigrants in Lexington, KY, especially those that are conversant in French. He loves to play and watch football, called soccer in the US. He avidly reads and discusses informative materials and world news, usually from minority report viewpoints.

**Dr. Virginia T. Holeman** is currently Professor of Counseling at Asbury Seminary, where she has served since 1995. Known as “Toddy” to one and all [that is long for her middle name’], Dr. Holeman is passionate about teaching in general and about helping people learn how to repent, forgive, and reconcile. Toddy’s professional interests include active participation in the Kentucky Association for Marriage and Family Therapy and in the Christian Association for Psychological Studies. She is a licensed professional counselor AND a licensed marriage and family therapist in Kentucky. When not on campus, she is most likely in her garden (flowers, not vegetables) in spring and summer.
This cohort is rich with theological and theoretical materials to put you on a solid footing in the area of conflict transformation, reconciliation, and peacemaking. Those materials require your thoughtful engagement in order for your acquisition of practical skills to be grounded in the faith of Christ who reconciles and heals relationships. You have a wealth of experiences that will enrich our learning process so welcome to an engaging and dynamic experience with your colleagues!

**Program Level Outcomes**

As these standards are designed into key processes throughout the D.Min. experience, upon graduation students will be able to:

1. Revisit foundations for sustainable ministry.
   - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.

2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
   - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.

3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
   - Participants must add to their biblical and theological exegesis, cultural-situational exegesis that informs ministry leadership practice on a daily basis.

**Cohort Learning Outcomes**

By the end of DMMCP917, students will be able to:

1. Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project. (PLO #2)

2. Assess the value of group spiritual formation through their Legacy Group experience. (PLO #1)

**Student Learning Outcomes**

By the end of DMMCP917, students will be able to:

1. Engage relevant biblical passages and theological thoughts, which address issues pertaining to peacemaking in relation to critical subjects such as marital conflict, identity conflict, racism, racialization, and ethnocentrism. (PLO #3)

2. Formulate a lucid biblical and practical theology for dealing with marital conflict, identity
conflict, racism, racialization, and ethnocentrism in ministry context. (PLO #2)

3. Evaluate one’s local church ministries and mission in light of local and global ethnic relations in order to guide the church’s engagement in conflict transformation and ethnic and racial healing. (PLO #3)

4. Articulate an understanding of marital conflict, identity conflict, racism, racialization, and ethnocentrism in your own ministry context with reference to sociological, psychological, and theological categories. (PLO #2)

5. Identify forms of institutional racism and ethnocentrism within church/Christian organization (structures, processes, practices) as well as within the larger community (laws, policies, practices, media in one’s neighborhood, city, country, state, and country). (PLO #3)

6. Use assessment tools to discover and de-code racialized expressions and systems as well as ethnicities that are most privileged in social, public, and private discourses and use relevant tools for racially-ethnically conscious education and action. (PLO #3)

Course Requirements

Required and Suggested Reading

The primary means of textbook delivery is through Kindle Readers. See D.Min. Handbook for acquisition procedures for both your Kindle and Program-sponsored textbook content. The Beeson Center sends users instructions to set up an Amazon account, including directions to sync the Kindle account to a computer or mobile device with the Kindle app. All users need two ways to receive Kindle info and access their account. Link for Kindle apps: http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&

Required Reading


Holeman, Virginia T., *Reconcilable Differences: Hope and Healing for Troubled Marriages,*


* Choose from these two books depending on whether you would like to explore the topic from a historical theological perspective (Jennings) or from a socially engaged, biblical, Pauline perspective (Esler).

**Additional Readings and Provided** (ex. Out of print books or open source material)


Rhyne, Faith, “The Intersection Between “Race” and “Mental Illness”


**Total Required Pages: 2,348**

**Suggested Reading (Optional)**


**Assignments**

<table>
<thead>
<tr>
<th>Assignment #1: Pre-Class Assignment (see page 14 of syllabus)</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1, 2, 3, 4</td>
<td>In a reflective mode, write one paragraph describing your current understanding and experience of race, ethnicity, race relationships, and racism. Then write another paragraph about how you respond to race and racism and the role of your faith in the process. Finally write what you expect from this course in light of the two points you have written</td>
<td>40%</td>
<td>Faculty</td>
<td></td>
</tr>
</tbody>
</table>
Engage with required books and articles using the PRAR Model (see appendix). Submit only ONE per assigned book and ONE PRAR for all articles.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
</table>
| Assignment #2: Mid-Term Essay | #4, 5 | Read the following assignment options and choose either option 1 or option 2 and 3.  
1. Survey newspaper columns, stories, ads, and photos and share stories that reflect an author discussing racism or assuming ideologies reflecting ethnic prejudice as a system of advantage and disadvantage based on skin color,  
OR  
2. Watch a local or nationally syndicated news program looking for images and language that reflect an understanding of ethnocentrism/racism as a system of advantage/disadvantage based on skin color.  
And the following:  
3. Observe your congregation/denomination’s ministries and mission bulletin, its education handouts, requests for disaster relief assistance, or maybe hymns or prayers that communicate messages using ethnically coded language and/or visual images. Obtain the demographics of your church and compare that with the demographics of your city or neighborhood and other churches in your area. These could be elements that would not appear ‘racist’ or ‘racialized’ at first sight but which can now transpire that way for you as you have taken time to think deeper | 25% | Faculty |

This essay is due ¾ of the way into this class meeting.
about race relationships.

What dimensions of a racialized, ethnic-privileged society are portrayed in the observations you made? Please use specifics cases in your written response for 1 or 2 and 3. Then prepare to offer a creative presentation of your findings with a message of hope to the class. You can choose from the following ideas or a create your own:

- Create a comic strip that illustrates the idea of racism or racialization you discovered and include a message of resistance;
- Create a song based on your discoveries with content focused on resistance;
- Create a skit (and have classmates play with you!) based on your discovery and be sure to integrate hope for transformation;
- Create a poem based on your discovery and include a message of resistance.

### Post-Residency (90 Days)

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #3: Post-Class Assignment</td>
<td>#6</td>
<td>Your paper will be evaluated using the following criteria:</td>
<td>35%</td>
<td>Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• An introduction and a thesis statement; your development and supports of thesis and a conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grammar: spelling, punctuation, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organization of the paper and creativity; the transitions and flow of your paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider including the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This paper is due 4 weeks after the in person session of class ends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This paper is due 4 weeks after the in person session of class ends.
components:

- Introduction that includes a discussion of the importance of the topic to you and your ministry.
- A literature review that accounts for significant writings about your topic.
- A brief discussion of the method you used to write your paper: whether you surveyed the literature, interviewed (if applicable), or documented your own life and/or experiences.
- Identify the most significant findings about the topic.
- An incisive conclusion that summarizes your paper and indicates where your discoveries are leading you and the ministry you are involved in.

**Grading**

Asbury Theological Seminary uses the 4.00-point system for grading and evaluation. See the course catalog for further information.

**Grading and Evaluation**

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
</tbody>
</table>

*4.00 Exceptional work: surpassing outstanding achievement of course objectives.

*3.70 A- work: outstanding achievement of course objectives.

*3.30 B+ work: strong, significant achievement of course objectives.

*3.00 B work: good work, strong, significant achievement of course objectives.

*2.70 B- work: strong, significant achievement of course objectives.

*2.30 C+ work: acceptable achievement of course objectives.

*2.00 C work: acceptable achievement of course objectives.

*1.70 C- work: acceptable achievement of course objectives.

*1.30 D+ work: marginal achievement of course objectives.

*1.00 D work: marginal achievement of course objectives.

*0.70 D- work: marginal achievement of course objectives.
F  .0 Unacceptable work: failure to achieve course objectives
CR  Credit: assumes work of a “C” or better
NC  No credit: marginal work; will not receive credit
PC  Provisional credit
AUD Audit
WD  Withdraw
IP  In Progress
I  Incomplete work

* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

<table>
<thead>
<tr>
<th>Grade Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
</tr>
<tr>
<td>100.00 %</td>
</tr>
<tr>
<td>94.99 %</td>
</tr>
<tr>
<td>89.99 %</td>
</tr>
<tr>
<td>86.99 %</td>
</tr>
<tr>
<td>83.99 %</td>
</tr>
<tr>
<td>79.99 %</td>
</tr>
<tr>
<td>76.99 %</td>
</tr>
<tr>
<td>73.99 %</td>
</tr>
<tr>
<td>69.99 %</td>
</tr>
<tr>
<td>66.99 %</td>
</tr>
<tr>
<td>63.99 %</td>
</tr>
<tr>
<td>59.99 %</td>
</tr>
<tr>
<td>Lowest</td>
</tr>
<tr>
<td>95.00 %</td>
</tr>
<tr>
<td>90.00 %</td>
</tr>
<tr>
<td>87.00 %</td>
</tr>
<tr>
<td>84.00 %</td>
</tr>
<tr>
<td>80.00 %</td>
</tr>
<tr>
<td>77.00 %</td>
</tr>
<tr>
<td>74.00 %</td>
</tr>
<tr>
<td>70.00 %</td>
</tr>
<tr>
<td>67.00 %</td>
</tr>
<tr>
<td>64.00 %</td>
</tr>
<tr>
<td>60.00 %</td>
</tr>
<tr>
<td>0.00 %</td>
</tr>
<tr>
<td>Letter</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>D-</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

Additional Assignment Guidelines

Only students who submit assignments on time can expect faculty feedback on their assignments. At the faculty’s discretion, late assignments can receive a grade, but additional feedback is not required from the faculty.

If students fail to submit any of the course assignments, they will receive a failing grade for the course. If the professor agrees to evaluate an assignment after final grades have been submitted, the student must complete a Grade Conversion Request form from the Registrar's office to remove the failing grade (“F”) from their record. This form is found on oneATS.

To locate the form:

- Go to one ATS (https://one.asburyseminary.edu)
- Sign into oneATS.
- On the left sidebar, in the Student Navigation section, click on the Registrar’s Office link.
- Click on the Forms and Petitions link.
- Click on the Grade Conversion Request link to download the form.
- Complete the form and submit it to the Registrar’s office per the instructions at the top of the form.
Submit presentations and papers on time and in the required format. Excused late submissions will receive the fully deserved letter grade. Non-excused untimely submission will receive a half grade deduction per day late, in which case, for instance a paper which deserves a B+ will receive a B instead for being one-day late, then a B- for being two days late, etc.

All papers are to be presented using Times New Roman, double spaced, 12 point font, and Chicago style.

Course Evaluations

After this course has been completed, you will fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link, https://asburyseminary.tk20.com. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Units/Days</th>
<th>Modules/Topics</th>
<th>Assignments /Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>Introductions</td>
<td>ALL (remaining) PRARs due</td>
</tr>
<tr>
<td></td>
<td>Covenanting: Safe Space and Constructive Learning Environment</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td>Syllabus and course overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definitions: Race, Racism, Racialization, Ethnicity</td>
<td>Video: “Mirrors of Privilege: Making Whiteness Visible</td>
</tr>
<tr>
<td></td>
<td>Race in relationships and representation</td>
<td></td>
</tr>
<tr>
<td>UNIT 2</td>
<td>Race and ethnocentrism in the Church</td>
<td>Reading (Focus from PRAR): TBA</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Privilege and Supremacy in Church and Society</td>
<td>Video: Race: “The House We Live In”</td>
</tr>
<tr>
<td></td>
<td><strong>Video:</strong> Race: “The House We Live In”</td>
<td>Reading (Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNIT 2</strong> Reckoning with and Negotiating Racial/Ethnic identity</td>
<td>Video: Race: “The Story We Tell”</td>
</tr>
<tr>
<td></td>
<td><strong>Video:</strong> Race: “The Story We Tell”</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNIT 2</strong> Institutional Racism and Christian Witness in 18th Century: John Wesley</td>
<td>Bush, “Cracks in the Wall of Whiteness”</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNIT 2</strong> Institutional Racism and Christian Witness: A Contemporary Case Study</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNIT 2</strong> Decoding Racialized/Ethnocentric Words and Systems</td>
<td><em>Personal and Organizational Assessments</em></td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNIT 3</strong> Biblical Theology of Race &amp; Ethnicity: Monogenesis and Polygenesis in Wesley’s Era and Today</td>
<td>Video “Color of Fear”</td>
</tr>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>UNIT 3</strong> Theology and Practice of Reconciliation</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td>Diffusing Racism/Racialization/Ethnocentricity: Importance of Story</td>
<td>Video, “Identity, the Story of Me”</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video, “The Danger of a Single Story,”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Term Essay</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td>CT and Racial/Ethnic Healing</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td>CT and Racial/Ethnic Healing</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td></td>
<td>CT and Racial/Ethnic Healing</td>
<td>Reading (or Focus from PRAR): TBA</td>
</tr>
<tr>
<td><strong>UNIT 5</strong></td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concluding Remarks</td>
<td></td>
</tr>
</tbody>
</table>

**Online Interactions**
- 90 days before seminar: Online course furnished with all course design/materials (students begin reading)
- 90 days before seminar: Online interactions may begin. Note: Online Course Opens April 1 for Summer; October 1 for Winter).
- 90 days after seminar: Post-session work due
- Grades Due: Last Day of Term
  - January cohort: Last day of Spring term
  - Summer cohort: Last day of Fall term

**Final Projects**
- Grades Due: Last Day of Term (Approximately 120 Days, 4 Months After Class)
- Due 90 days after the last day of the seminar at the latest (calculate this date and announce to during class).
- Extensions MAY NOT be granted for poor planning/work overloads.
• Extensions may be granted due to illness, in extremely rare circumstances.
• Request an extension through an Academic Petition form (oneATS; under General Navigation\Departments\Enrollment Management & Student Services\Registrar\Forms and Petitions (downloadable forms)\Academic Petition: https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf).

Expectations/Education Philosophy

The D.Min. learning experience is just that – an experience. Personal and community exercises challenge students to lean into new concepts and capacities. For knowledge to grow into understanding and activity to change behavior, adults need to reflect. Reflecting critically in and on experience alters attitudes and perspectives, feelings and thoughts. John Wesley understood that humans are more than a brain; they are physical beings with emotions, relationships, spirits, and imaginations. Learning that transforms engages all of these dimensions. The Asbury D.Min. experience requires men and women to bring their whole selves to this three-year process. We approach the possibilities together, with expectations that only God can fulfill.

Course Work/Hours

A “Credit Hour” at Asbury Theological Seminary is an amount of work represented in student learning outcomes (SLOs) and verified by evidence of student achievement that reasonably approximates not less than fifty-five (55) minutes of direct faculty instruction and a minimum of two and a half (2.5) hours out of class student work each week for the equivalent thirteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Furthermore, at least an equivalent amount of work shall be required for other academic activities including internships, practicums, studio work and other academic work leading to the award of credit hours. A faculty member desiring substantial changes must clear it through the dean of the school.

The expectation for D.Min. courses is 1,800 – 2,400 pages of assigned reading per 4-hour course or the equivalent of out-of-course work (Faculty Handbook).

Attendance Policy

Students are expected to attend all class sessions during residency.

In this course, though instructors have some knowledge and experience to share, they will not be their sole disseminators. Participants are valuable assets to the learning process and together form a community of learning and of practice with the instructors. This cohort focuses especially on a matter in which everyone in adulthood has experience with and could be considered expert. At least, you are an expert in your personal/family, congregational, and
organizational conflict stories. It follows that everyone is a learner as well as a teacher. As a community of learning and practice we are embarking on a joint adventure to discover, develop, and disseminate new and old understanding about conflicts as well as perform activities that could make us ‘new kinds of persons’ who operate from the core of peacemaking and conflict transformation. For this reason, as a member of such community your participation is highly valued, expected, and irreplaceable. Hence the following community rules could be useful for everyone:

1. Do not shy away from voicing your understanding, excitement, disagreement, and hope.
2. Acknowledge and respect others’ views, even if you disagree. Offer yours persuasively.
3. Shared personal, congregational and organizational stories must remain within the learning community and must be considered confidential.
4. Always think about everything in terms of how God’s peacemaking reign is being mediated or obstructed in ‘this’ case.
5. Acknowledge tension and unresolved dialectics and allow yourself to move on, counting on God’s grace to illuminate you further.
6. Other community rules you may want to add?

Instructors are here to facilitate your learning and practices while also sharing what they have to offer. You can expect timely feedback from them, availability to meet and/or to exchange correspondences, and provide substantive contributions. And they are open to hear from you when you are satisfied and when you are not satisfied.

Personal Reflection Action Response (PRAR)

The book review style suggested for this class follows a way of learning which stretches all four of David Kolb’s researched “ways of knowing.” These four ways in each reflection exercise are based on the learning styles established by David Kolb’s Learning Style Inventory and Bernice McCarthy’s The 4-MAT System. Studies revealed that each individual who completes a ‘learning style inventory’ tend to lean toward one strong preference, and preference scores vary among the other three. Kolb and McCarthy describe the four reflective movements here as:

1: Abstract Conceptualization

2: Concrete Experience

3: Reflective Observation

4: Active Experimentation
The goal for the book reviews here is for you to process all learning experiences in these four ways as a means of getting the learning and mastery into your bone marrow. Therefore, in order to have a successful grade, complete each of the four challenges of the PRAR for each of the applicable reading assignments. You may want to Copy and Paste the grid in the Appendices. I recommend keeping notes or marking a book on startling fresh information or insights so you can choose your TOP TEN findings in part one below. After that, take on the task and complete the lines, then work down through the remaining ones until you have stretched your learning potentials in all four directions. You may want to open ALL of your blank documents and name each for the author/title of books and articles yet to process. That will allow your single Copy and Paste procedure to take care of all of the assignments for this seminar. NOTE: If you do a good job reading the books closely and reviewing them with this method, you could be doing an important part of the literature review for your dissertation.

Please use single spaced format and work in 12 point size type. Use whatever space you need to respond to each assignment. Don’t worry about how many pages it is. Participants who would like to test their first PRAR assignment may send me a rough draft immediately after completion as long as the due date is still at least two days ahead so you can get a first evaluation and make changes, if necessary. You deserve feedback instantly and I’ll give it on all PRARs attached and e-mailed to me simply using the ATS email system: mathieu.gnonhossou@asburyseminary.edu.

Participants are required to attend every class session. Participants will participate in role-playing exercises to enhance their understanding of the theory and skills of conflict analysis and transformation. Because of the importance of class participation in your evaluation, it is absolutely essential that you come to each class prepared to engage actively in our discussions of all of the assigned readings and to participate in various training exercises. In order to demonstrate satisfactory performance in this course, each participant will be expected to meet the following requirements:

1. Regularly attend class and be on time. Non-excused absences will not be allowed.
2. Actively participate in and contribute to class discussion and group activities.
3. Thoroughly read the assigned materials and be prepared to demonstrate the application of the theories, terms, and processes contained in the case studies.
4. Be ready to engage your learning and practice partners.

Excused absence or late papers are based on documented emergencies. Participants with documented emergency can make special arrangements with the instructor.

Participants are required to attend every class session. Participants will participate in role-playing exercises to enhance their understanding of the theory and skills of conflict analysis and transformation. Because of the importance of class participation in your evaluation, it is absolutely essential that you come to each class prepared to engage actively in our discussions of all of the assigned readings and to participate in various training exercises. In order to demonstrate satisfactory performance in this course, each participant will be expected to meet the following requirements:

1. Regularly attend class and be on time. Non-excused absences will not be allowed.
2. Actively participate in and contribute to class discussion and group activities.
3. Thoroughly read the assigned materials and be prepared to demonstrate the application of the theories, terms, and processes contained in the case studies.
4. Be ready to engage your learning and practice partners.

Excused absence or late papers are based on documented emergencies. Participants with documented emergency can make special arrangements with the instructor.

**How to Submit Your Work**

All papers must include a formal title page and be formatted with MLA style formatting, unless otherwise indicated by faculty.

Students will upload all assignments to their online course classroom.

To upload an assignment:

1. Log into oneATS (http://one.asburyseminary.edu).
2. Enter your username and password.
3. In the upper right corner of the screen, click on Online Courses.
4. In the Navigation section, click on My courses.
5. Click on the course number for your course (see Page 1 of this syllabus).
   a. Note: Make sure that the correct term and year appear in parentheses after the course number (e.g., SU = Summer, JA = January, etc.)
6. Upload your document in the assignment section as indicated by the faculty for your course.
7. NOTE: To send an email to faculty for your course, email them directly using the email addresses on Page 1 of this syllabus. Do not use the “To the Professor” email feature in your online classrooms, as this system is not integrated with faculty’s daily email handling systems.

**Incomplete Work**

(Please note: You can only request an incomplete if your pre-residency assignments were completed on time, and if the “unavoidable emergency” caveat below occurs immediately before final assignments are due. A busy schedule or non-stop demands of family and ministry do not qualify as reasons for an incomplete; these are realities that all D.Min. students face.)

The official end of each term is 5 p.m. on the last day of the final exam week. The 5 p.m. deadline applies to handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. Students must petition the Registrar for permission to receive an incomplete “I” grade and have the relevant faculty member’s support. The petition must be received before 5 p.m. on the last day of regularly scheduled classes (prior to the beginning of final exam week).

A grade of “I” denotes that course work has not been completed due to an unavoidable emergency (documentation may be requested). Delinquency or attending to church work or
other employment does not constitute an unavoidable emergency. Without an approved “I,” a letter grade will be recorded based on grades received for completed work and an “F” grade assigned to incomplete work.

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Registrar on the individual petition. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special permission is granted by the Registrar. Professors are required to give either a grade or an “I,” if approved, to each student registered for credit in a course.

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar.

Appendices

Appendix 1: Rubrics

See next pages.
### Seminar III: Ethnic and Racial Reconciliation

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary=4</th>
<th>Accomplished=3</th>
<th>Developing=2</th>
<th>Beginning=1</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLO #1:</strong> Identify effective steps for data analysis by choosing methods relevant to their Ministry Transformation Project.</td>
<td>Dissertation Chapter 3</td>
<td>Outlines the most effective research methods for the project: providing thoughtful rationale for each method, addressing all research questions, and meeting the Institutional Review Board’s requirements.</td>
<td>Outlines the most effective research methods for the project: providing some rationale for most methods, addressing all research questions, and meeting the Institutional Review Board’s requirements.</td>
<td>Outlines research methods for the project: providing little rationale methods chosen, addressing 1-2 research questions, and meeting some of the Institutional Review Board’s requirements.</td>
<td>Outlines inadequate research methods for the project: providing little to no rationale for each method, addressing 0-1 research questions, and meeting few, if any of the Institutional Review Board’s requirements.</td>
<td>Dissertation Coach</td>
</tr>
<tr>
<td><strong>SLO #1:</strong> Engage relevant biblical passages and theological thoughts which address issues pertaining to racism, racialization, and ethnocentrism.</td>
<td>Pre-Class Assignments</td>
<td>Engages, at an exemplary level, relevant biblical passages and theological thoughts which address issues pertaining to racism, racialization, and ethnocentrism.</td>
<td>Engages, at an accomplished level, relevant biblical passages and theological thoughts which address issues pertaining to racism, racialization, and ethnocentrism.</td>
<td>Engages, at a developing level, relevant biblical passages and theological thoughts which address issues pertaining to racism, racialization, and ethnocentrism.</td>
<td>Engages, at a beginning level, relevant biblical passages and theological thoughts which address issues pertaining to racism, racialization, and ethnocentrism.</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>SLO #2:</strong> Formulate a lucid biblical and practical theology for dealing with racism.</td>
<td>Pre-Class Assignments</td>
<td>Formulates, at an exemplary level, a lucid biblical and practical theology for dealing with racism.</td>
<td>Formulates, at an accomplished level, a lucid biblical and practical theology for dealing with racism.</td>
<td>Formulates, at a developing level, a lucid biblical and practical theology for dealing with racism.</td>
<td>Formulates, at a beginning level, a lucid biblical and practical theology for dealing with racism.</td>
<td>Faculty</td>
</tr>
<tr>
<td><strong>SLO #3:</strong> Evaluate one’s local church ministries and mission in light</td>
<td>Pre-Class Assignments</td>
<td>Evaluates, at an exemplary level, one’s local church ministries and mission in light of</td>
<td>Evaluates, at an accomplished level, one’s local church ministries and mission in</td>
<td>Evaluates, at a developing level, one’s local church ministries and</td>
<td>Evaluates, at a beginning level one’s local church ministries</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
of local and global ethnic relations in order to guide the church’s engagement in conflict transformation and racial healing.

<table>
<thead>
<tr>
<th>Pre-Class Assignments</th>
<th>Articulates, at an exemplary level, an understanding of racism, racialization, and ethnocentrism in your own ministry context with reference to sociological, psychological, and theological categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Essay</td>
<td>Articulates, at an accomplished level, an understanding of racism, racialization, and ethnocentrism in your own ministry context with reference to sociological, psychological, and theological categories.</td>
</tr>
<tr>
<td></td>
<td>Articulates, at a developing level, an understanding of racism, racialization, and ethnocentrism in your own ministry context with reference to sociological, psychological, and theological categories.</td>
</tr>
</tbody>
</table>

**SLO #4:** Articulate an understanding of racism, racialization, and ethnocentrism in your own ministry context with reference to sociological, psychological, and theological categories.

**SLO #5:** Identify forms of institutional racism within church/Christian organization (structures, processes, practices) as well as within the larger community (laws, policies, practices, media in one’s neighborhood, city, country, state, and country).

<table>
<thead>
<tr>
<th>Mid-Term Essay</th>
<th>Identifies, at an exemplary level, forms of institutional racism within church/Christian organization (structures, processes, practices) as well as within the larger community (laws, policies, practices, media in one’s neighborhood, city, country, state, and country).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies, at an accomplished level, forms of institutional racism within church/Christian organization (structures, processes, practices) as well as within the larger community (laws, policies, practices, media in one’s neighborhood, city, country, state, and country).</td>
</tr>
<tr>
<td></td>
<td>Identifies, at a developing level, forms of institutional racism within church/Christian organization (structures, processes, practices) as well as within the larger community (laws, policies, practices, media in one’s neighborhood, city, country, state, and country).</td>
</tr>
</tbody>
</table>

**Faculty**
Personal Reflection Action Response (PRAR)

[0] Bibliographic entry: [Type the technical bibliographic entry for your reading. Use this sequence: Author, Title, City, Publisher, Date.]

[1] My Brief Summary: Provide your concise and incisive summary of the book here. You only need one paragraph which demonstrates a thoughtful engagement with the general content of the book read. If it's a series of articles and/or a book chapter, do likewise. Maximum is 250 words.

[2] My Personal list of ‘most important’ reading insights. Document each of your top 10 issues using page numbers, summarize the insight, and number each item. Represent the entire assignment. For each item, tell clearly why it was important to you.

0-------1-------2-------3-------4-------5-------6-------7-------8-------9-------10

Criteria: coherent--full proof of engagement, incisive, clear, documented to page, covers all readings, urgency driven.

1-
My story--personal experience or description of a ‘case’ you have known well, which illuminates or otherwise connects with a major point in your reading.

Criteria: Clear and explained connection to reading, cited to page, clear case story - no generalizations or ‘lessons.’ Story has people, places, action words and feelings.
[4] **My Reflective questioning**—personal reflecting on ‘most troublesome’ or ‘most challenging.’ These responses will be exclusively questions you generate which specifically focus on your own ‘back burner’ issues as you feed your search for truth and wisdom. Report only questions that you are brooding over in depth.

0------1------2------3------4------5------6------7------8------9------10

Criteria: Cited to text, visibly energized and focused, convictional— not flat or fluff, exclusively working in reflective questions which promise depths of wisdom for your life and vocation. No attack or insult on the author. No questions of fact or clarification as if the author owed you an answer. No show-off through cynicism.

1-

2-

3-

[5] **My Action descriptions or decisions to act.** Describe a minimum of two. What have you found yourself doing spontaneously because of something you read— interacted on with spouse, or others? If it is a 'decision still to act,' give a detailed description of your specific need or plan to act on something you absorbed while processing this assignment.

0------1------2------3------4------5------6------7------8------9------10

Criteria: Proof of engagement of concepts—now turned into action or planned and promised action, specific, personal— not generalizations about what people should do.

1-

2-

3-
Appendix 2: Supplemental Resources/Bibliography


Best, Sheddrack Gaya, *Introduction to Peace and Conflict Studies for West Africa: A Reader*. 26


“Malcom X” - Racism

“Death of a Prophet” – Racism (Death of Malcom X)

“Silent Victim” - Individual and institutional Sexism

“Nell” - Poverty and Sexism

“Philadelphia” – Gender issues - prejudice

“Ghandi” –Racism – Colonialism

“Amistad” – Racism - Slavery

“Dances with Wolves” –Racism and Colonialism

“Carbon Copy” –Racial identity issues

“Michael Collins” – Prejudice - Irish/English conflict

“The Hurricane” –Racism and Poverty
Appendix 3: Policies

Accessing Library Resources

1. General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.commons@asburyseminary.edu. Students are also encouraged to send questions to the Information Commons via SMS/text at 859.903.0464.

2. Materials Requests:

To search the library catalog for available materials, use the links on the library website or the search box located in your online course center. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be mailed back or returned to the library at either campus.

Online students may request books, photocopies, or emailed attachments of journal articles/portions of reference books from the library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

3. Research Assistance:

Students should contact the Information Commons for research assistance. Help is available for general research questions including how to find course materials online or navigate online library resources. Advanced research appointments are available for students needing assistance in the research process.

4. Online Databases and Resources:

Asbury Scholar - Users can perform a search for books, journal articles, eBooks, and more by using Asbury Scholar. Search results of all material types can be aggregated conveniently in a single results list, or narrowed down as specifically as a user requires. A search box and direct links to Asbury Scholar can be found on the library’s website at asbury.to/library.

Complete Resource List - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library’s online resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at http://guides.asburyseminary.edu/resources.
5. Technology Questions:

Students can receive support for accessing their online classroom, using electronic resources, or other technological problems related to Asbury Seminary coursework by contacting the Information Commons. Longer appointments for training in supported Bible software or supported bibliographic management software are also available.

Plagiarism

Academic integrity is expected from every student. Plagiarism, that is, “presenting…another’s ideas or writings as one’s own,” is considered a serious violation of trust and not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook.

Turnitin

If your course is using Turnitin.com as a form of detecting plagiarism, students would find this information useful for checking their own work.

The following is a sample Turnitin.com statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an large database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Copyright Policies

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Online Media Copyright Information

By using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury
Americans With Disabilities Act Information

Asbury Theological Seminary provides reasonable accommodation for qualified students with disabilities on an individualized basis. If you are a student with a disability, and believe you are in need of reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer, located in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning at or before the start of the term and generally are not provided retroactively, please contact an Accommodations Officer as soon as possible.

Online Section Descriptions and Communication Guidelines

The Online Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Online Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester: a) Course News and Announcements, where I will post items important for the entire class; b) Syllabus, where a copy of the syllabus is provided; c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately; d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Online Support Contact Information

For technical support, library research support, library loans and Online media contact
Withdrawal from Seminary

A student who, for any reason, finds it necessary to withdraw from school at any time other than at the close of a term is required to obtain official approval. Permission to withdraw shall be secured from the Office of the Registrar. A grade of “F” shall be recorded for all courses from which a student withdraws without permission or after the deadline stated in this catalog. A student who withdraws from Asbury Theological Seminary and later decides to return as a student will be required to reapply for admission. Lack of attendance does not constitute a withdrawal.

Statement on Inclusive Language

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the “Suggestions for Inclusive Language” to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits.
to more just expressions.