

THEO 650 Introduction to Intercultural Theology
Garrett-Evangelical Theological Seminary
Fall 2021

Instructor:

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COURSE DESCRIPTION:

As a worldwide movement, Christianity is experienced, understood, lived, and propagated in thousands of cultures, myriad languages, and diverse religious contexts today. This emerging intercultural ecumenical context calls for forms of doing theology to match. Intercultural theology offers an important and promising approach to doing theology in our intercultural global theological present. This course (1) examines the origins, history, theological presuppositions, orienting principles, and methodological components of intercultural theology; (2) analyzes prominent intercultural theological proposals; and (3) engages in close reading of selected contextual theologies with a view to exploring intercultural similarities, differences, and learning opportunities.

COURSE LEARNING OUTCOMES:

At the end of the course, the student should:

1. Have a substantive understanding of the history, framing concepts, scope, and aspirations of intercultural theology;
2. Be able to judge the putative value and contribution of intercultural theology as a theological method suited to doing theology in a diverse world church;
3. Have cultivated basic skills in employing an intercultural approach to doing theology;
4. Have gained experience in practicing intercultural theology through a close reading of selected contextual theologies.

REQUIRED COURSE TEXT:

Wrogemann, Henning. *Intercultural Hermeneutics*. Intercultural Theology, vol. 1. Trans. Karl E. Böhmer. IVP Academic, 2016. ISBN: 978-0830850976. List price (Amazon): \$45.00

Note: Other required reading materials will be posted on the course Moodle site.

GRADE STRUCTURE:

Attendance and participation	20%
Discussion Prompts	20% (13 x 1.5%)
Paper 1	30%
Paper 2	30%

ASSIGNMENTS:

All assignments are due on the dates and at the times indicated. No late submissions will be accepted, except in the case of extenuating circumstances, and with prior written approval from the instructor.

Note: All assignments are expected to conform to Kate L. Turabian, *A Manual for Writers*, 9th edition. Chicago: University of Chicago Press, 2018. Access on myGETS: <https://www.chicagomanualofstyle.org/turabian/toc.html>.

1. Attendance and Participation (15% of total grade)

We will study and also practice intercultural theological learning in two primary ways: (1) In-depth reading of specific theologians and perspectives; and (2) intercultural theological exchange and learning *as a class community*. Indeed, we will treat ourselves as an intercultural community of theological inquirers. For this reason, it is critical that students attend all sessions and participate attentively and thoughtfully. Absences will be allowed only in exigent circumstances and must be cleared with the instructor ahead of time.

2. Discussion Prompts (20% of total grade)

Each student is expected to prepare a discussion prompt for **EACH** of the thirteen class sessions. To prepare the prompt, the student must (1) study the assigned reading very carefully; (2) record **one** insight and **one** critical comment or question prompted by the reading; (3) explain why the insight and comment/question stood out for you. That is, ask: What prompted this insight and comment? (Ex., Was it a difference in cultural orientation, values, or norms? Was it a difference in theological perspective?) (4) share your reflections with the class. Presentations should **NOT** exceed 4 minutes.

Note: *These discussion prompts are very important to our collective learning. They help shape the class discussion for that particular week.*

3. Paper 1 (30% of total grade)

Select **ONE** of the theological models of culture from Wrogemann, chs. 16-20 (ex., ch. 16: “the replacement model”). Write a paper of 2,400-2,700 words (6-7 pages, double-spaced, Times, 12 pt.) in which you analyze and critically evaluate the model. Ask: (1) What are the theological convictions that underlie this model and how do they shape the model? (2) Does this model offer possibilities or present obstacles to doing theology interculturally? How and why?

4. Paper 2 (30% of total grade)

Drawing on the required reading (Wrogemann, Additional Required Reading), the lectures, the class discussion, and your own reflection, write a paper of 2,400-2,700 words (6-7 pages, double-spaced, Times, 12 pt) in which you formulate an outline of your own model for doing theology interculturally. State the basic components of the model and give a brief description and rationale for each component. **Note:** You don't have to start from scratch. Changes are that you will find elements of some of the approaches we have studied appealing in crafting your own approach. The instructor will provide detailed guidance early in the course.

Students for Whom English Is a Second Language:

Students for whom English is a second language often seek outside proofreading assistance. In such cases, you can make use of the following process in completing and submitting your written assignments. (1) Submit the complete but unproofread essay on Moodle by the assignment due date. (2) Inform the instructor that the essay is being proofread and when proofreading will be complete. (3) Email the proofread essay to the instructor, when received.

Note: (1) *The unproofread essay as submitted is the complete essay. It may not be amended or edited for content.* (2) *The weekly reflection posts DO NOT fall under this language accommodation.*

CLASS POLICIES:

1. **Respect.** (a) Respect one another's perspectives, viewpoints, and differences. Speak the truth, but do so in love; so, critique viewpoints and perspectives, **not** persons. (b) Respect the classroom as an environment for learning. Therefore, participate fully, thoughtfully, respectfully, and in a timely fashion in all activities as assigned.
2. **Integrity.** Do not cheat. Own your own ideas and honor the ideas of others. Plagiarism is an extremely serious breach of integrity and is addressed forthrightly by the seminary. Review the seminary's policy on plagiarism carefully (*Student Life and Academic Handbook*, *G-ETS Bulletin*, etc.). It describes the various kinds of plagiarism and how to correct them. You are expected to familiarize yourself with this document. If you have any questions, please contact the instructor.

DISABILITIES POLICIES AND PROCEDURES

Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access to and participation in seminary programs. For details, see the *2020-2021 Academic Handbook*, p. 12, as well as "Academic Accommodations" under "Registrar and Advising" on myGETS. Please contact the Dean of Students for consultation.

CLASS SCHEDULE: (may be revised)

WEEK 1:

Why Intercultural Theology? (historical development)

Reading:

- Wrogemann, ch. 1
- Additional Required Reading: (Moodle)

WEEK 2:

What Is Intercultural Theology?

Reading:

- Wrogemann, ch. 2
- Additional Required Reading: (Moodle)

WEEK 3:

What Is Culture?

Reading:

- Wrogemann, chs. 3, 4
- Additional Required Reading: (Moodle)

WEEK 4:

Is Intercultural Understanding Possible?

Readings:

- Wrogemann, chs. 5, 6
- Additional Required Reading (Moodle)

WEEK 5:

Is Intercultural Theology Permissible?

Readings:

- Wrogemann, 7, 8
- Additional Required Reading (Moodle)

WEEK 6:

How Do We Think about Culture Theologically? (1)

Readings:

- Wrogemann, chs. 16, 17, 18, 19, 20
- Additional Required Reading (Moodle)

WEEK 7:

How Do We Think about Culture Theologically? (2)

Readings:

- Wrogemann, chs. 21, 22, 23
- Additional Required Reading (Moodle)

WEEK 8:

Interreligious Dialogue or Interreligious Theology?

Readings: Additional Required Reading (Moodle)

WEEK 9:

Does Intercultural Theology Encourage Relativism?

Readings:

- Wrogemann, ch. 24
- Additional Required Reading (Moodle)

WEEK 10:

Is a Wesleyan/Methodist Intercultural Theology Possible?

Readings:

Additional Required Reading (Moodle)

WEEK 11:

Mercy Amba Oduyoye

Readings:

- Wrogemann, ch. 12
- Additional Required Reading (Moodle)

WEEK 12:

Tite Tienou

Readings:

- Wrogemann, ch. 13
- Additional Required Reading (Moodle)

WEEK 13:

The Promise of Intercultural Theology for Theology in a Global Church

Readings:

- Additional Required Reading (Moodle)

GRADING RUBRIC:

Score Levels	Content	Conventions	Organization
<p>A- to A+ 90-100%</p>	<p>Is well thought out and supports the thesis of the paper</p> <p>Reflects application of creative and critical thinking</p> <p>Has clear goal that is related to the topic</p> <p>Is pulled from a variety of sources</p> <p>Is accurate</p>	<p>No spelling, grammatical, or punctuation errors</p> <p>High-level use of vocabulary and word choice</p>	<p>Information is clearly focused in an organized and thoughtful manner.</p> <p>Information is constructed in a logical pattern to support the thesis statement.</p>
<p>B- to B+ 80-89%</p>	<p>Is well thought out and supports the thesis</p> <p>Has application of critical thinking that is apparent</p> <p>Has clear goal that is related to the topic</p> <p>Is pulled from several sources</p> <p>Is accurate</p>	<p>Few spelling, grammatical, or punctuation errors</p> <p>Good use of vocabulary and word choice</p>	<p>Information follows discernable pattern of organization</p> <p>Information supports the thesis statement of the paper.</p>
<p>C- to C+ 70-79%</p>	<p>Supports the thesis</p> <p>Has application of critical thinking that is apparent</p> <p>Has indistinct goal</p> <p>Is pulled from a limited number of sources</p> <p>Has some factual errors or inconsistencies</p>	<p>Significant spelling, grammatical, or punctuation errors</p> <p>Low-level use of vocabulary and word choice</p>	<p>Project has a focus but might stray from it at times.</p> <p>Information appears to have a pattern, but the pattern is not consistently carried out in the paper.</p> <p>Information loosely supports the thesis statement.</p>
<p>D- to D+ 60-69%</p>	<p>Provides inconsistent information for the thesis</p> <p>Has no apparent application of critical thinking</p> <p>Has no clear goal</p> <p>Is pulled from few sources</p> <p>Has significant factual errors, misconceptions, or misinterpretations</p>	<p>Numerous spelling, grammatical, or punctuation errors</p> <p>Poor use of vocabulary and word choice</p>	<p>Content is unfocused and haphazard.</p> <p>Information does not support the solution to the thesis statement.</p> <p>Information has no apparent pattern.</p>

Bibliography (Online Access):

Majority World Theology : Christian Doctrine in Global Context (Essays by KK and others).

Yeo, What Has Jerusalem to Do with Beijing? : Biblical Interpretation From a Chinese Perspective, Second Edition