

**KNP3731/6731**

**WINTER 2021(Draft)**

## **LEADERSHIP DEVELOPMENT FOR INTERCULTURAL CHURCH**

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### **Course Prerequisites or Requisites: None**

### **Course Description**

The world is becoming increasingly intercultural, not only in the west but also in the east. How has the church prepared for intercultural church? How can we become an intercultural church? What leadership does it require to be an intercultural church? This course will deal with cultural competency, sociocultural structures, ethnicity and churches, leadership and culture, leadership and power, intercultural communication, and contextualizing leadership. At the end of the course, we will develop a vision and strategy for intercultural church.

### **Course Methodology**

Lectures, discussions, readings, and seminar presentations.

**Objectives:** At the end of the course the students will be able to

- 1) acquire knowledge and understanding of interdependency between culture and leadership in the past and present. (through entire course PhD/ThD Outcomes 1.1, and 1.4)
- 2) identify my privileges in cultural terms.
- 3) describe my congregational cultural history.
- 4) describe the dynamic of culture and power in church leadership.. (through presentation PhD/ThD Outcomes 2.3, 2.4 and 2.5)
- 5) identify sociocultural structures in terms of ethnicity in Canada . (through whole seminar PhD/ThD Outcomes 2.3, 2.4 and 2.5)
- 6) demonstrate improvement of intercultural competency. (through whole seminar PhD/ThD Outcomes 4.3.1.2)
- 7) demonstrate improvement of intercultural communication skills. (through whole seminar PhD/ThD Outcomes 2.5, 3.1)
- 8) identify main issues of becoming intercultural church. (whole seminar PhD/ThD Outcomes 4.2.2.5,
- 9) envision the future leadership of intercultural church in one's own context. (through final paper PhD/ThD Outcomes 3.1)

## Related TST PhD/ThD Outcomes:

### 1. Knowledge of the area of concentration

<b>1.1</b> basic familiarity with their area of concentration, as outlined in the departmental description of the field and as understood in scholarly discussion at the forefront of study in the area;	to provide basic answers to most questions from first-year students arising from a typical introductory course (e.g., in the context of a tutorial);
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<b>1.4</b> expertise in at least one subject.	to undertake and complete a project of original scholarly research.
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### 2. Ability with scholarly tools and skills

<b>2.3</b> proficiency in the use of a library and the construction of a bibliography	to produce bibliographies appropriate to each of the four levels of knowledge described above;
<b>2.4</b> competence or proficiency in the use of pertinent electronic and web-based resources	to make appropriate use of such resources (1) at a level of proficiency in their own area of research, and (2) at a level of competence in classroom and instructional settings;
<b>2.5</b> proficiency in the following skills: <ul style="list-style-type: none"><li>• clear and effective communication in both oral and written forms;</li><li>• the construction of a logical argument;</li><li>• the making of informed judgments on complex issues;</li><li>• the use of standard conventions of style for scholarly writing.</li></ul>	to produce standard forms of scholarly engagement, both written (e.g., publishable research paper, publishable book review) and oral (presentation of a paper, response to an oral presentation, lecture), of a quality consistent with standards for an entry-level academic appointment.

### 3. Ability to carry out specialized original research

#### 3.1 will have

- attained expertise in one subject, together with competence or proficiency in a cognate area or method, where appropriate;

#### 4.2. Teaching

- 4.2.2.5 to adapt their teaching skills to situations other than a formal classroom

#### 4.3. Service

- 4.3.1.2 recognize the ecumenical character of theological scholarship and its place within the broader world of scholarly discourse;

## **COURSE REQUIREMENT and EVALUATION CRITERIA:**

1. **Active Class Participation (20%):** Students are expected to attend all class sessions and to have read two or three assigned readings to contribute to class discussion. This is a seminar course, so your active participation is very important. Evaluation Criteria: Frequency of participation, constructive comments/questions to presentations and thoughtful insights with respect to others. Special Assignment for participation: Each week, students are expected to engage in a conversation with someone from a different culture and/or make a dish of choice from a different culture, then share their weekly experiences in class prior to discussing the theme of the week.
2. **Research Congregational Cultural History:** Research your own congregational cultural history by means of interviews and/or consulting various resources. (25% Due: Feb. 10) (for BD students only) Evaluation Criteria: comprehensive, informative, resourceful, yet analytical and clear.
3. **Read *A Credible Witness*** and choose one character in the Bible Story and write his/her leadership characteristics for intercultural church analytically and critically. (25 % Due: Feb. 10) (for AD students only) Evaluation Criteria: analytical, insightful, clear, critical and reflective.
4. **Leading a Seminar:** Select one topic in class schedule and conduct research using appropriate resources and consulting with the professor. Evaluation Criteria: Accurate comprehension, critical insights, originality, skills of application of theories, effective use of resources. (25%)
5. **Final Paper: Developing a Vision and Strategy for Intercultural Church and your leadership in your Context (or in your imaginative), responding to your congregational culture (Assignment # 2 for Basic students).** Choose one topic which you consider most important for intercultural church leadership and write an academic paper on the topic (AD students). For Basic degree students the final paper should be 8-10 pages in length; for Advanced degree students 18-20 pages in length. (Due: March 31) Evaluation Criteria: Accurate understanding, visionary, effective communication, creative thought, critical insight, logical argument, skills of application of theories, use of resources. (30%)

## **COURSE RESOURCES**

### **REQUIRED BOOKS**

Marzouk, Safwat, *Intercultural Church: a Biblical Vision for an Age of Migration*, Minneapolis, MN: Fortress Press, 2019 (For all students)

Brazal, Agnes M. & Emmanuel S. de Guzman, *Intercultural church: bridge of solidarity in the migration context*, Borderless Press, 2015 (For AD students)

Spencer, Linbert, *Building a Multi-Ethnic Church*, London: SPCK, 2007 (For BD students)

McNeil, Brenda Salter, *A Credible Witness*, IVP Books, 2008 (For AD students)

Your own selections from bibliography in your specialization.

**Most of other readings beyond required books will be found at files on Quercus.**

## Course Website

Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask Knox College registrar for further help.

## Grading System

A+ (90-100)

A (85-89)

A- (80-84)

B+ (77-79)

B (73-76)

B- (70-72)

Failure

Also, please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

## Late work (BD).

Basic Degree students are expected to hand in assignments by the date given in the course outline. For each paper 4 points deducted per week late. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = "standing deferred") beyond the term. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work

but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

### **Course grades.**

Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy. Link from

<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>.

### **Policies**

**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST Basic Degree Handbook and the Graduate program Handbooks

A student who plagiarizes in this course will be assumed to have read the document from the links:

<https://www.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/>

<https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

TinyURL: <https://tinyurl.com/ydbcge4q>

### **The link for Research Guides:**

<https://www.trinity.utoronto.ca/library/research/theology/research-guides>

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at

www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs should be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **COURSE SCHEDULE**

### **WEEK ONE: JANUARY 6:**

**Demographical Ethnicity in Canada  
A New Day by Reginald W. Bibby**

**To Know Who We Are!  
Sharing about the Course**

**Reading:**

Bibby, Reginald, W., *A New Day*, Lethbridge: Project Canada Books, 2012

### **WEEK TWO: JANURAY 13:**

**What is an Intercultural Church?  
Why Intercultural Church?  
What is Leadership?**

**Reading:**

Marzouk, *Intercultural Church*, Ch.1. What is an Intercultural Church? Pp. 11-44  
Brazal and De Guzman, *Intercultural Church*, Ch. 6. Mapping the Church on the Move, pp. 117-133

### **WEEK THREE: JANURARY 20:**

**For Differences and Commonalities  
Cultural Differences and Colonial Differences**

**Reading:**

- Baumann, *The Multicultural Riddle: Rethinking National, Ethnic, and Religious Identities*, Ch. 5. Ethnicity: Blood or Wine?: Not Biological Essence, but Cultivated Ferment, NY & London: Routledge, 1999, pp. 57-68
- Amon, *Decolonising Intercultural Education*, Ch. 2. Epistemological privilege in intercultural education: from cultural differences to a colonial difference, pp. 15-24

**WEEK FOUR: JANUARY 27:**

**Biblical and Theological Understanding of Intercultural Church  
“Babel or Pentecost”**

**Reading:**

- Marzouk, *Intercultural Church*, Ch. 2. Strangers Ourselves: Reading the Bible as Sojourners, pp. 45- 80, and Ch. 4. Babel and Pentecost: Moving from Being Monocultural to Being Intercultural, pp. 117-146
- Deymaz, Mark, *Ethnic Blends*, Ch. 1. I’ll Drink to That!, pp. 35-52

**WEEK FIVE: FEBRUARY 3:**

**Biblical and Theological Understanding of Intercultural Church  
Metaphors for Intercultural Church**

**Reading:**

- Brazal and De Guzman, *Intercultural Church: Bridge of Solidarity in the Migration Context*, Ch. 3. Exploring “Interculturality” with Hall, Bhabha, and Bourdieu, and Ch. 4. Cultural Rights of Migrants: A Philosophical and Theological Exploration, pp. 47-90
- Wijzen, Frans, “Intercultural theology and the mission of the church,” *J S Source: Exchange*, 30 no 3 2001, p 218-228
- Law, *The Wolf Shall Dwell with the Lamb*, Ch. 1. The “Peaceable Realm” as A Vision of an Ideal Multicultural Community, pp. 1-12

**WEEK SIX: FEBRUARY 10:**

**Developing Intercultural Competency**

**Reading:**

- Bennet, Milton J., “Becoming Interculturally Competent,” in Wurzel, J. (Ed.), *Toward multiculturalism: A reader in multicultural education* (2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation, 2004
- Deardorff, Darla K., *Manual for Developing Intercultural Competencies: Story Circles*, Ch. 1 & 2 part, pp. 1-26
- United Nations, *Intercultural Competencies: Conceptual and Operational Framework*, 2013

**WEEK SEVEN: FEBRUARY 17: Reading Week**

**WEEK EIGHT: FEBRUARY 24:  
Becoming an Intercultural Church**

**Reading: choose two or three chapters below.**

- Song, Nam Soon, Ch. 11. Moving Towards a Multicultural Church, in Nam Soon Song, Ben Kuo, Dong-Ha Kim, and In Kee Kim (ed), *People of Faith, People of Jeong: Asian Canadian Churches of Today for Tomorrow*, pp. 177-198
- Anderson, David A. and Margarita R. Cabellon, *Multicultural Ministry Handbook*, Ch. 1. The Building Blocks of a Multicultural Ministry, pp. 7-21
- Spencer, Linbert, *Building Multi-ethnic Church*, Ch. 6, Valuing Ethnic Diversity and Facilitating Inclusion, pp. 88-95, Ch. 7, Developing a More Diverse membership, pp. 95-106, and Ch. 10. Checklist for a Multi-ethnic Church, pp. 119-124
- Brazal and De. Guzman, *Intercultural Church*, Ch. 5. The Church as “Imagined Communities”: Among Differentiated Social Bodies, pp. 91-123

**WEEK NINE: MARCH 3:  
Leadership and Culture**

**Reading:**

- Dan Hartog, Deanne N., and Dickson Marcus W., 12. Leadership and Culture, in Day, David B and John Antonakis, in *The Nature of Leadership*, pp. 393-429
- Plueddemann, James E., *Leading Across Cultures: Effective Ministry and Mission in the Global Church*, Ch. 4. Leadership, Cultural Values and the Bible, pp. 63-76

**WEEK TEN: MARCH 10:  
Power of Leadership and Culture**

**Reading: choose two or three chapters or articles below**

- Plueddemann, James E., *Leading Across Cultures: Effective Ministry and Mission in the Global Church*, Ch. 4. Leadership and Power, pp. 92-109
- Kondrath, William M., *God’s Tapestry*, Ch. 2. Understanding Power and Differences: Race as a Primary Example, pp. 33-72
- Law, *The Wolf Shall Dwell with the Lamb*, Ch. 3. Differences in the Perception of Power and Their Consequences for Leadership, pp. 29-36
- Kessler, Volker, “Leadership and Power,” *Koers* 75(3) 2010:527-550

**WEEK ELEVEN: MARCH 17:  
Intercultural Communication**



**Reading: Choose Two below**

- Branson, Mark Lau & Juan F. Martínez, *Churches, cultures, & leadership : a practical theology of congregations and ethnicities*, Ch. 9. Intercultural Communication, pp. 189-209, Downers Grove, Ill. : IVP Academic, c2011.
- Nishimura, Shoji, Anne Nevgi and Seppo Tella, "Communication Style and Cultural Features in High/Low Context Communication Cultures: A Case Study of Finland, Japan and India," Waseda University, Japan, Department of Education, University of Helsinki, and Department of Applied Sciences of Education, University of Helsinki
- Al-Araki, Magid, "Models of Intercultural Communication: Identities, Styles of Acculturation, and Premises for Enjoying the Company of One Another— Empirical Data From the Public Sector in Norway," First Published August 31, 2015 Research Article  
<https://doi-org.myaccess.library.utoronto.ca/10.1177/2158244015577795>

**WEEK TWELVE: MARCH 24:**

**Leadership for Intercultural Church**

**Reading: Choose Two or Three articles or chapters below**

- Brazal and De Guzman, *Intercultural Church*, Ch. 7. Bridge of Solidarity: Ministries in an Intercultural Church, pp. 135-161
- Foster, Charles R., *Embracing Diversity: Leadership in Multicultural Congregations*, Ch. 6, Leadership in Multicultural Congregations, pp. 116-128
- Plueddemann, James E., *Leading Across Cultures: Effective Ministry and Mission in the Global Church*, Ch. 9. A Theology of Leadership, pp. 151-167, and Ch. 10. A Theory of Leadership, pp. 170-183
- Anderson, David A. and Margarita R. Cabellon, *Multicultural Ministry Handbook*, Ch. 3. Lessons Learned by a White Pastor in a Multicultural Church, pp. 45-60
- Lyght, Ernest S., Glory E. Dharmaraj, and Jacob S. Dharmaraj, *Many Faces One Church*, Ch. 11. Living the Hallmarks of Leadership, pp. 51-54
- Law, The Wolf shall Dwell with The Lamb, Ch. 6. Who has Power and Who Doesn't? Power Analysis, and Essential Skill for Leadership in a Multicultural Community. Pp. 53-62

**WEEK THIRTEEN: MARCH 31:**

**Vision for Intercultural Church**

**Closing and Opening**

**Reading:**

- Marzouk, *Intercultural Church*, Ch. 6. The Witness of Intercultural Church, pp. 171-202
- Fennell (Ed), *Intercultural Visions: Called to be the Church*, Introduction, the United Church's Intercultural Journey (pp.ix-xix), and Afterword: We Are Not Alone, pp.77-82

## BIBLIOGRAPHY

- Al-Araki, Magid, “Models of Intercultural Communication: Identities, Styles of Acculturation, and Premises for Enjoying the Company of One Another— Empirical Data From the Public Sector in Norway” First Published August 31, 2015 Research Article  
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- Anderson, David A. & Margarita R. Cabellon (ed), *Multicultural Ministry Handbook: Connecting Creatively to a Diverse World*, Downers Grove: IVP books, 2010
- Akinade, Akintunde E.(ed), *A new day : essays on world Christianity in honor of Lamin Sanneh*,New York : Peter Lang, c2010.
- Aman, Robert, *Decolonising Intercultural Education: Colonial Differences, the Geopolitics of Knowledge, and Inter-epistemic dialogue*, London and New York: Routledge, 2018
- Barker, Richard A., “The Nature of Leadership” First Published April 1, 2001  
<https://doi-org.myaccess.library.utoronto.ca/10.1177/0018726701544004>
- Baumann, Gerd, *The Multicultural Riddle: Rethinking National, Ethnic, and Religious Identities*, NY & London: Routledge, 1999
- Bekerman, Zvi and Ezra Kopelowitz, (eds), *Cultural Education-Cultural Sustainability: Minority, Diaspora, Indigenous, and Ethno-Religious Groups in Multicultural Societies*. New York, NY: Routledge, 2009
- Berman, Joshua A. *Created Equal: How the Bible Broke with Ancient Political Thought*, New York: Oxford University Press, 2008

- Bibby, Reginald W., *A New Day*, Lethbridge: Project Canada Books, 2012.
- Blohm, Judith M. and Terri Lapinsky, *Kids Like Me: Voices of the Immigrant Experience*, Boston, London: Intercultural Press, 2006
- Bowen, John P. (ed), *Green shoots out of dry ground : growing a new future for the church in Canada*, Eugene, OR : Wipf and Stock, 2013.
- Branson, Mark Lau & Juan F. Martínez, *Churches, cultures, & leadership : a practical theology of congregations and ethnicities*, Downers Grove, Ill. : IVP Academic, c2011.
- Brazal, Agnes M. & Emmanuel S. de Guzman, *Intercultural Church : Bridge of Solidarity in the Migration Context*, Borderless Press, 2015
- Carledge, Mark J. & David Cheetham (ed), *Intercultural Theology: Approaches and Themes*, London, UK: SCM Press, 2011.
- Conde-Frazier, Elizabeth, S Kang, Gary Parrett, *Many Colored Kingdom: A Multicultural Dynamics for Spiritual Formation*, Grand Rapids: Baker Academic, 2004
- Conder, Tim, *The Church in Transition : the Journey of Existing Churches into the Emerging culture*, Grand Rapids, Mich. : Zondervan, c2006.
- Deardorff, Darla K. *Manual for Developing Intercultural Competencies: Story Circles*, London and New York: Routledge, 2020
- Dervin, Fred, & Zehavit Gross, *Intercultural Competence in Education: Alternative Approaches for Different Times*, London: Palgrave Macmillan, 2016
- Deymaz, Mark, Harry Li, *Ethnic Blends: Mixing Diversity into Your Local Church*, Grand Rapids: Zondervan, 2010
- or  
\_\_\_\_\_, *Leading a Healthy Multi-Ethnic Church*, Zondervan, 2013
- DeYoung, Curtiss Paul, *Coming Together in the 21st Century: The Bible's Message in an Age of Diversity*, Valley Forge: Judson, 2009
- Eko, Bherta Sri & Hendar Putranto, "The Role of Intercultural Competence and Local Wisdom in Building Intercultural and Inter-religious Tolerance," *Journal of Intercultural Communication Research*, 48:4, 341-369, 2019, DOI: 10.1080/17475759.2019.1639535
- Fennell, Rob, *Intercultural Visions: Called to be the Church*, Toronto: United Church publishing House, 2012

- Ferri, Giuliana, *Intercultural Communication: Critical Approaches and Future Challenges*, Cham, Switzerland: Springer International Publishing, 2018.
- Foster, Charles R., *Embracing Diversity: Leadership in Multicultural Congregations*, An Alban Institute Publication, 1997
- Foster, Charles R. and Theodore Brelsford, *We Are the Church Together: Cultural Diversity in Congregational Life*, Valley Forge, PA: Trinity Press International, 1996
- Grant, Carl A., and Agostino Portera, (ed), *Intercultural and Multicultural Education: Enhancing Global Interconnectedness*, New York; Abingdon: Routledge, 2011.
- Gyekye, Kwame, *Beyond cultures : perceiving a common humanity : Ghanaian philosophical studies*, Ghana : Ghana Academy of Arts and Sciences ; Washington, D.C. : Council for Research in Values and Philosophy, 2004
- Hah, Seung M., "Intercultural Missional Leadership: Theological foundation and biblical narratives," *HTS Theologiese Studies / Theological Studies* | Vol 75, No 1 | a5211 | DOI: <https://doi.org/10.4102/hts.v75i1.5211> | © 2019 Seung Maan Hah | This work is licensed under CC Attribution 4.0
- Hall, Edward T., *Beyond culture*, Garden City, N.Y. : Anchor Press, 1976
- Hammett, Edward H. *Spiritual Leadership in a Secular Age: Building Bridges Instead of Barriers*. St. Louis, Missouri: Lake Hickory Resources, 2005
- Holliday, Adrian, *Intercultural Communication and Ideology*, Los Angeles; London: Sage, 2011
- James, Car E. & Adrienne Shadd, *Talking about Identity: Encounters in Race, Ethnicity and Language*, Toronto: Between the Lines, 2001
- Jenkins, J. Jacob, *The Diversity Paradox : Seeking Community in an Intercultural Church*, Lanham : Lexington Books c2014.
- Jenkins, David O. and P. Alice Rogers, editors, *Equipping the Saints: Best Practices in Contextual Theological Education*, Cleveland, Ohio : Pilgrim Press, c2010
- Kessler, Volker, "Leadership and Power," *Koers* 75(3) 2010:527-550
- Kim, Grace Ji-Sun & Jann Aldredge-Clanton (ed), *Intercultural Ministry : Hope for a Changing World*, Valley Forge: Judson Press, 2017

- Kondrath, William M., *God's Tapestry: Understanding and Celebrating Differences*, Herndon, Virginia: The Alban Institute, 2008
- Law, Eric H. F. *The Word at the Crossings: Living the Good News in a Multicontextual Community*, St. Louis, Mo. : Chalice Press, c2004.
- *Sacred Acts, Holy change: Faithful Diversity and Practical Transformation*, St. Louis, MO : Chalice Press, c2002
- *The Wolf Shall Dwell with the Lamb : a Spirituality for Leadership in a Multicultural Community*, St. Louis, Mo. : Chalice Press, c1993.
- *The Bush was Blazing but not Consumed : Developing a Multicultural Community through Dialogue and Liturgy* St. Louis, Mo. : Chalice Press, c1996.
- *Inclusion: Making Room for Grace*, St. Louis, Mo. : Chalice Press, c2000.
- Lewis, Robert, Wayne Cordeiro, with Warren Bird; *Culture shift : transforming your church from the inside out*, San Francisco, CA : Jossey-Bass, c2005. 1st ed.
- Lyght, Ernest S., Glory E. Dharmarah, Jacob S. Dharmarah, *Many Faces One Church: A Manual for Cross-Racial and Cross-Cultural Ministry*, Nashville: Abingdon Press, 2006
- Marzouk, Safwat, *Intercultural Church: a Biblical Vision for an Age of Migration*, Minneapolis, MN : Fortress Press, 2019
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- Moreau, A. Scott Moreau, Evvy Hay Campbell, Susan Greener, *Effective intercultural communication : a Christian perspective*, Grand Rapids, Michigan : Baker Academic, a division of Baker Publishing Group, 2014
- Nesbitt, Eleanor, *Intercultural education : ethnographic and religious approaches*, Brighton ; Portland, Or. : Sussex Academic Press, 2004
- Phan, Peter, "The Experience of Migration as a Source of Intercultural Theology in the United States," in *Migration, Religious Experience, and Globalization*, Gioacchino Campese and Pietro Ciallella (ed), New York: Center for Migration Studies, 2003, pp. 149-51
- Plueddemann, James E. *Leading across cultures : effective ministry and mission in the global church*, Downers Grove, Ill. : IVP Academic, 2009.

Samovar, Larry A., et al. *Intercultural communication: A reader*, 13th ed. 8. Boston, MA: Wadsworth 2012

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Wijsen, Frans, “Intercultural theology and the mission of the church,” *J S Source: Exchange*, 30 no 3 2001, p 218-228

Electronic or Media Resources:

Transformative works and cultures [electronic resource]. [Silver Spring, MD]: Organization for Transformative Works

Video, “Reweaving Our Relationship,” The Presbyterian Church in Canada, 1994

DVD, One Body Many Members: A Journey for Christians Across Race, Culture and Class, Evangelical Lutheran Church in America

Vedeo, The United Church of Canada, “Our common vision [videorecording] : becoming an Intercultural church, [Toronto, Ont.] : United Church of Canada, 2011.

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