

INT 580 CROSS-CULTURAL IMMERSION
Garrett-Evangelical Theological Seminary
Spring 2020

INSTRUCTIONAL STAFF

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COURSE DESCRIPTION

This course provides first-year students with the foundations for transformative ministry in a culturally diverse world. Students will learn concepts and approaches basic to intercultural understanding and learning, including biblical and theological resources; virtues, skills, and strategies for meaningful intercultural engagement; engage in substantive immersion in a cultural context not one's own; and assessment tools to enable effective feedback and continued growth as a Christian leader.

COURSE LEARNING OBJECTIVES

Upon completion of this course, you should be able to do the following,

Knowing:

- Reflect on your baseline profile of current knowledge and skills in intercultural engagement
- Give definitions and name key skills for effective and appropriate intercultural engagement
- Provide biblical, theological, and spiritual connections for intercultural competence

Doing:

- Use cultural differences and commonalities for mutual learning, correction, and growth
- Negotiate own and others' cultural codes, mores, and values in a host culture
- Articulate the religious/theological meaning in a cross-cultural encounter
- Apply learning from a cross-cultural encounter to own practice of ministry
- Set personal developmental goals and create and complete intercultural developmental action plan with the help of the Intercultural Development Inventory/Intercultural Development Plan (IDI/IDP) and the course content

Being:

- Demonstrate openness, humility, and desire to learn about and from own culture and unfamiliar cultures
- Practice balance of appreciation and self-critical attitude toward own culture and non-judgmental attitude to other cultures
- Exhibit awareness of dynamics of power and privilege in one's own culture and host culture
- Commit to apply insights from cross-cultural encounter and intercultural knowledge to own ministry context

REQUIRED TEXTS

Ting-Toomey, Stella and Leeva C. Chung (TT/C). *Understanding Intercultural Communication*. Second edition. Oxford University Press, 2011. ISBN: 978-0199739790. Amazon.com \$97.97. Also available as pdf download for \$19.89 from <https://pdf4colleges.com/Understanding-Intercultural-Communication-2nd-Edition-by-Stella-Ting-Toomey-eBook-PDF-p143160925> .

Note: *The TT/C book is the only text you will be required to purchase for the course. Other required reading will be posted on the Moodle course site.*

COURSE DESIGN

This course has four components:

1. Intercultural development work
2. Online coursework
3. Immersion experience
4. Classroom sessions
5. Theological and biblical reflection

Intercultural Development Work

Intercultural learning and intercultural competency development is a life-long journey that requires intentional attention. This course provides you with tools that supply insights about your starting point as of now, allow you to set goals for intercultural competency development, and monitor your progress. The two tools that you will be using to that end are the *Intercultural Development Inventory* (IDI) and the *Intercultural Development Plan* (IDP).

The Intercultural Development Inventory

The IDI is a 50-item questionnaire available online that can be completed in 15–30 minutes. It assesses intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. You will complete the IDI twice: right before the course's official start date and towards the end of the course. A penalty of 5 points on the final grade will be imposed if a student fails to complete the IDI by the due date. Once you have completed the IDI, you will have a coaching session with Prof. Elina Rodríguez, an IDI Qualified Administrator, and create your Intercultural Development Plan from the suggestions provided. You must sign up for a coaching session with Prof. Rodríguez via the sign-up sheet and

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instructions she will provide by email. A penalty of 5 points on the final grade will be imposed if a student does not complete the IDI debrief.

The Intercultural Development Plan

The IDP is a 5-step plan that guides you to set goals based on your IDI profile, to be met by the end of the course (in May 2019). This course will give you opportunities and support to meet your goals. The more committed you are to your plan, the more equipped you will be for meaningful and effective interactions with culturally dissimilar others.

Online Coursework

Every week, you will have work on Moodle consisting of assigned readings, movies, and cohort discussion. Each of you will be part of a cohort, a small group of classmates, selected randomly.

The components for the online coursework are:

- Readings and movies
- PowerPoint presentations
- Assignments through General Forum
- Cohort discussion forum

Readings and Movies

There will be readings assigned every week, which you are expected to read carefully. The readings will inform the work you do each week and will provide the theoretical frameworks for the skills you will be developing throughout the course. Besides chapters from the textbook and sections from the Bible, you will be required to read articles that will be available on Moodle.

Every once in a while, you will be asked to watch a movie or video. The movies/videos have been carefully chosen to illustrate the content of the readings. You will be asked to link the content of the movie/video with the readings' content.

Power Point Presentations

We have created power point presentations to be as succinct, clear, and to the point as possible. Read them before you engage with the assignments.

Assignments

The assignments are designed to enable you to engage the content of the assigned readings. Expect to have one assignment most weeks. You will be asked to post your assignment work on the General Forum.

Cohort Discussion Forum

The Cohort Discussion Forum will support engagement with your classmates and be a preparation for classroom and immersion sessions. We will pose questions and instructions based on the readings. You will answer them individually (this will be your *initial post*), you will read all your cohort mates' posts and *respond* to **two** of them. Then you must complete the cycle by *replying* to the responses you received with *one single*

entry. **NOTE:** Do **not** reply to each response separately. In the reply, you can choose to focus on an insight or question arising from the responses that you found particularly helpful or challenging. Each cohort is responsible for moderating its discussion.

There is a rhythm to the cohort discussion each week. You will have until **Monday** midnight to post your initial post, until **Tuesday** midnight to read all your cohort mates' posts and respond to two of your cohort mates under their initial posts, and until **Wednesday night** to reply to cohort mates' responses to your initial post. It looks like this:

Monday Midnight	Tuesday Midnight	Wednesday Midnight
Initial post due.	Read all initial posts and respond to two of your cohort mates' initial posts.	Post one reply encompassing all the responses received to your initial post.

Note: To avoid a penalty, you must complete this whole cycle of cohort discussion every week—initial post, responses to cohort mates' posts, and your reply to responses received. Your grade will be penalized by 2% for each of the two responses you don't complete and if you fail to post a reply—a total of up to 6% of the weekly grade. If you fail to complete an initial post, you will receive zero for the week's cohort discussion.

You are expected to read all posts—the initial ones and the responses to them. We will be reading and monitoring ALL entries and will make a note if you are not meeting the deadlines.

A great deal of the learning will occur during these cohort discussion posts. The reason we created the cohorts is so you can be fully engaged with your classmates. It is our hope that you will really get engaged and make the best out of the discussions by following them and connecting the readings to your personal experiences. Openness to hearing and receiving your classmates' opinions, experiences and perspectives, as well as willingness to share your own, are key to your learning. *And remember: Both quantity and quality count!*

A Quality Initial Post

Quality is vital for a meaningful conversation and maximum growth. Here are some guidelines to help you achieve your very best work.

A-quality post:

- Addresses all points from the prompts
- Includes relevant examples
- Adds relevant information from the class text
- Links the readings' content to personal experience

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B-quality post:

- Addresses most of the points from the prompts
- Includes examples that may or may not be relevant
- Adds some information from the class text
- Makes some connections between the readings' content and personal experience

C-quality post:

- Addresses only a few of the points from the prompts
- Does not include examples or the ones included are not relevant
- Adds some information from the class text in the wrong places or adds very little information
- Makes no connections between the readings' content and personal experience

Quality Responses to Cohort Mates

These are the responses you write to your cohort mates' initial posts. Remember: You must complete two responses.

A-quality response:

- Your responses are of great quality. You did *most* of the following: commented on your cohort mates' posts, added information, brought up points from the class readings, offered examples from your personal experience or from the media or your work, family, friends to agree or disagree with your cohort mates.

B-quality response:

- Your responses are of good quality. You did *some* of the following: commented on your cohort mates' posts, added information, brought up points from the class readings, offered examples from your personal experience or from the media or your work, family, friends to agree or disagree with your cohort mates.

C quality response:

- Your responses are of fair quality. You did *one or two* of the following: commented on your cohort mates' posts, added information, brought up points from the class readings, offered examples from your personal experience or from the media or your work, family, friends to agree or disagree with your cohort mates.

Remember that you are required to read the responses that your cohort mates enter for you and *to enter a single reply* that addresses all the responses. Reply whether they ask you questions or not, and especially if they ask you questions.

Immersion Experience

Each of you will be required to complete twelve (12) hours of immersion in a cross-cultural location in the Chicagoland area (see below for specific dates; locations will be provided once classes begin).

For the immersion experience, you will be assigned to an immersion cohort, a group of around 7 - 10 classmates. *The immersion cohorts are not the same as your online cohort.*

Each immersion cohort is expected to arrange transportation to and from the immersion site. We encourage you to coordinate with your cohort mates.

These immersion experiences will give you the opportunity to practice the intercultural communication skills you are learning, witness your own responses to cultural difference, and negotiate meaning in new ways. In fact, this may be a place in which to work towards completing your IDP action plan goals.

Immersion Experience Goals

The immersion experience is a vital aspect of the class. We believe that nothing can help us better develop our cultural competence than interaction with groups that are culturally different from us. These are the goals:

- To practice negotiating meaning and non-judgmental attitude through interaction by using the intercultural competencies introduced during each lesson.
- To become critically self-aware by
 - paying attention to your own reactions and attitudes while interacting with culturally diverse others and being in a “foreign” environment
 - comparing and contrasting your culture with the culture of the immersion location
- To be exposed to difference by
 - having *mindful* interactions with culturally different others (from the immersion community)
 - acquiring information about the community where you will have the immersion experience
- To be open to difference by
 - creating relationships with culturally different others
 - reflecting on the experience
 - participating in a group debrief
- To practice negotiating meaning and non-judgmental attitude through interaction by using the intercultural competencies introduced during the lessons.

Immersion Experience Dates (you will attend either a mosque all Fridays, or a church all Sundays; students who are serving a church under appointment have priority for attending on Fridays)

- February 21 or 23, 2020 (three hours)
- March 13 or 15, 2020 (three hours)
- April 3 or 5, 2020 (three hours)
- May 1st or 3rd, 2020 (three hours)

Attendance to all immersion sessions is required according to attendance policy at the end of this syllabus. If you need to miss any of these immersion experiences, note that you cannot enroll in this course. If you are enrolling in DENOM 625, please contact Dr. Pieterse and Prof. Rodriguez ASAP.

Classroom Sessions

There are nine (9) instructional classroom sessions during the semester, scheduled for Thursday afternoons from 2:30pm-5:30pm the weeks when we don't have immersion experience. During these sessions the entire class will meet together face to face in classroom 205. *These sessions are critical to your learning. Be sure to attend them all, and prepare thoroughly by completing the readings and assignments required.*

Classroom Meeting Dates—Spring 2020:

- Classroom #1: Feb. 6
- Classroom #2: Feb. 13
- Classroom #3: Feb. 27
- Classroom #4: Mar 5
- Classroom #5: Mar. 19
- Classroom #6: Apr. 16
- Classroom #7: Apr. 23
- Classroom #8: May. 7
- Classroom #9: Tue. May 12 (make-up for Maundy Thursday)

Theological and Biblical Reflection

There will be some readings and prompts to apply insights from your study of intercultural communication to theological reflection and biblical interpretation. You will record your reflections in a journal and work with them in the classroom.

COURSE REQUIREMENTS

To complete the course satisfactorily, you must complete the assigned readings and assignments by the dates due. In terms of participation, you must discuss the required readings, provide examples from your personal and public experiences, and engage fully in in-class exercises during the classroom sessions.

ASSIGNMENT BREAKDOWN

Components	Itemization		Percentage of Final Grade
		Points	
Intercultural Development Work	IDI not completed by deadline	-5	
	IDI inventory not completed	-5	
Online Coursework	Cohort Discussion Forum	20	30%

	General Forum	10	
Classroom Sessions (Attendance and Participation)	Classroom Session 1	3	27%
	Classroom Session 2	3	
	Classroom Session 3	3	
	Classroom Session 4	3	
	Classroom Session 5	3	
	Classroom Session 6	3	
	Classroom Session 7	3	
	Classroom Session 8	3	
	Classroom Session 9	3	
Immersion experience and debrief	Immersion 1	5	28%
	Debrief	2	
	Immersion 2	5	
	Debrief	2	
	Immersion 3	5	
	Debrief	2	
	Immersion 4	5	
Debrief	2		
Exam	Mid-term	7.5	15%
	Final Exam	7.5	

GRADING SCALE

Score	0%	65%	67%	69%	70%	73%	77%	80%	83%	87%	90%	93%
Ltr Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

Class Policies

- 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.
- 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 coordinating faculty member.

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 “Disabilities Policies and Procedures” in the *2008-2009 Student Handbook*, p. 62. Please contact the Dean of Students for consultation.

Class Schedule (see Moodle)

Attendance Policy

We follow the seminary’s attendance policy, adjusted for the course. “The seminary expects that students will attend all classes. . . . Students who miss more than 20% of the class sessions should not expect to pass the class.”

Adjustments for INT 580: (READ CAREFULLY)

1. For INT 580, “class sessions” mean the nine (9) classroom sessions and the four (4) immersion experiences for the entire semester.
2. Unexcused absences will result in loss of points assigned to the session (see below).
3. Permission to miss a class session will be considered only in cases of extreme extenuating circumstances or of emergency. In **all** cases, permission must be negotiated with the instructors well *ahead* of time (no last-minute requests). In cases of emergency where prior consultation is not possible, students must provide a written justification (ex., doctor’s note).
4. Students can miss a maximum of **TWO** (2) classroom sessions over the course of the semester. If this is exceeded, the instructors will review whether the student may continue or be dismissed from the course.
5. Under **NO** circumstances may a student miss any of the immersion experiences.

Assessment of Penalties:

1. A student who misses one of the nine (9) classroom sessions without prior permission will forfeit the 3 points assigned for the session. (See assignment breakdown table above.)
2. Attendance of all immersion experiences is required. “Attendance” means participation in the entire experience, from beginning to end. A student who is not able to attend an immersion experience should not enroll in this course. If enrolled, a student will need to withdraw from this required course if absent from any immersion experience.

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification method.

