

INT 580 CROSS-CULTURAL IMMERSION
Garrett-Evangelical Theological Seminary
Spring 2022

INSTRUCTORS:

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MEETING TIME:

Thursdays, 1:00-4:00pm

COURSE DESCRIPTION

This course provides first-year students with the foundations for transformative ministry in a culturally diverse world. Students will learn basic concepts and approaches 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 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, growth, and expanded understanding
- 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

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

Kim, Grace Ji-Sun and Jann Aldredge-Clanton, eds. *Intercultural Ministry: Hope for a Changing World*. Valley Forge, PA: Judson Press, 2017. List price (Amazon): \$19.99. ISBN: 978-0817017798.

Sorrells, Kathryn. *Intercultural Communication: Globalization and Social Justice*. 3rd Edition. SAGE Publications, 2021. List price (Amazon): \$72.49. ISBN: 978-1506362861.

GRADE STRUCTURE

Class attendance/participation (15%)

Immersion experience attendance/participation (15%)

Reflection paper on intercultural Bible study experience (25%)

Final project (45%)

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 Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th Edition. Chicago: University of Chicago Press. 2018. For more information as well as other resources, visit the Moodle page of the Writing Center

(<https://courses.garrett.edu/enrol/index.php?id=1137>) and click “enroll me.”

CLASS ATTENDANCE/PARTICIPATION (15% of course grade)

A key aim of the course is to offer students the opportunity to *experience* intercultural diversity and communication. Our class sessions are wonderful spaces for such intercultural experience, and therefore it is very important that you attend and participate in our weekly class sessions.

Attendance will be recorded each week. Requests for absence from a class session must be cleared with the instructors ahead of time. Failure to do so will result in a penalty.

IMMERSION EXPERIENCE ATTENDANCE/PARTICIPATION (15% of course grade)

It is critical that you attend and participate in *all three* of the intercultural Bible study sessions during the first three weeks of March. As noted, *experiencing* intercultural relationships, and not just learning *about* them, is a crucial goal of the course. Failing to attend all three sessions will significantly diminish the quality of your intercultural experience, as well as impact your ability

to write a suitable reflection paper on the experience (see below). For this reason, a student may miss a *maximum* of **ONE** session, *and then only because of extenuating or emergency circumstances*. **The absence MUST be cleared with the instructors prior to the session. Failure to do so will result in a penalty of one third of the allotted 15% for attendance/participation. Any student who misses more than one session will forfeit the 15% altogether.**

REFLECTION PAPER ON INTERCULTURAL BIBLE STUDY (25% of course grade)

Task: After discussion with your cohort, write a paper in which you reflect on your intercultural Bible study experience, following the process below.

Parameters: An essay of 1,100-1,150 words, submitted in Microsoft Word format, double-spaced, Times font, 12pt type

Process:

1. One week prior to the first week of the intercultural Bible study, read and ponder the assigned biblical passage on your own. We're interested in *your* experience of the passage; so, don't do any research before you read the passage. Simply read the passage thoughtfully and write down aspects of the passage you find important or compelling, any questions that come to mind as you read and reflect on the passage, and anything you find important, peculiar, or problematic about the relationships between the actors in the passage (including how the relationship with God is understood). Jot down your notes and upload them to Moodle. **Note:** *These notes will not be graded. They are meant to give you a record of your initial thoughts about the passage you can return to when you write Section I of the paper (see below).*
2. Following the completion of the three sessions of the intercultural Bible study, get together in your cohort (the group of your classmates with whom you participated in the Bible study). You can meet in person or via Zoom. Discuss the following question: *In what ways did the experience of reading the biblical passage interculturally challenge, change, or enrich the perspective I initially brought to the passage?* **Note:** Be ready to learn additional insights into the experience from your cohort mates' responses and incorporate into your paper as you deem appropriate.
3. Now write your reflection paper and include the following sections:
Section I (1 page of the paper): Describe your initial perspective on the passage you brought to the intercultural Bible study experience (see point 1 above).
Section II (2 pages of the paper): Drawing on the required reading, lectures, and class discussions, reflect on the intercultural Bible study experience, using the following steps:
 - a. Review your initial perspective on the passage (Section 1) in light of the intercultural Bible study experience. Ask: How does the experience of reading the biblical passage interculturally help me identify cultural dynamics and assumptions that shaped my initial reading?
 - b. Describe ways in which the experience of reading the biblical passage interculturally opened up, challenged, or enriched your own cultural identity. Pay

close attention to issues of power, race, ethnicity, culture, status, and more. Be specific.

Section III (1/2 a page): Write a thank-you note to the congregation members who partnered with you in the intercultural Bible study. Name a specific insight or learning they have helped you gain. Write your comments without jargon (i.e., without the terms and concepts we study in class).

4. When finished, upload your paper to Moodle.

FINAL PROJECT (45% of the course grade):

Note: This is a collaborative project. This means you will work with your cohort mates to construct and present the project. Each cohort member will receive the same grade.

Task: Your task is to develop a PowerPoint presentation in which you offer a vision for a truly intercultural church community. This is a summative project, so we expect you to incorporate and document concepts and insights from across the material we have studied: course texts, lectures, class discussion, intercultural Bible study experience, and your own learning during the course. You don't have to draw from every one of these sources equally, but you must employ the course texts: Kim and Eldredge-Clanton, *Intercultural Ministry: Hope for a Changing World* and Sorrells, *Intercultural Communication: Globalization and Social Justice*.

Parameters: A PowerPoint presentation consisting of no fewer than 8 and no more than 10 slides. Each cohort will present their PowerPoint in class.

Process:

1. Get together in your cohort group. Reflect together on the questions found on p. ix, second paragraph, in *Intercultural Ministry*. These questions can be helpful in focusing your work and to help your creative process.
2. When the group is ready, do the following:
 - a. Construct a PowerPoint presentation that contains the following elements:
 - i. Articulate the theological foundations for a truly intercultural church community. Consult Part 1 in *Intercultural Ministries*, as well as the intercultural Bible study experience and the theological material we have covered in the lectures.
 - ii. Develop an intercultural vision and mission statement for the congregation. Parts 2 and 3 of *Intercultural Ministries* can be helpful here.
 - iii. Identify a specific challenge facing the congregation and demonstrate how the vision and mission statement can help the church to address the challenge with intercultural integrity. Challenges could include conflict

resolution, racism, leadership, etc. Here the vignettes in various chapters in *Intercultural Ministry* can assist you.

- b. Upload your PowerPoint presentation to Moodle.
- c. Be ready to share your PowerPoint presentation with the class in the week designated by the instructors.

Below are some basic instructions for constructing the Power Point presentation. Additional guidance will be provided in class.

1. Each slide should follow the 1/5/5 rule:
 - Have no more than one image (video or picture) on it.
 - Have no more than five lines of text.
 - Have no more than five words in each line of text.
 - Use the “notes” section below each slide to describe and explain each of the statements in the slide. Your explanation must incorporate concepts, insights, and learnings from the material we have studied. The course texts must be one of those sources. Document the sources you use.
2. You are encouraged to use appropriate multimedia in these slides, not just text.

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

Class Schedule (see Moodle)

Grading Rubric

Score Levels	Content	Conventions	Organization
A- to A+ 90-100%	<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>
B- to B+ 80-89%	<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>
C- to C+ 70-79%	<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>
D- to D+ 60-69%	<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>