

CLASS SYLLABUS

(Read through this syllabus carefully two times & bring it to class on Jan 26)

Class Time: Tuesdays & Fridays 11:10 am - 1:00 pm Classroom: Room #04-07

Class Objectives: By the end of this class you should be able to:

1. Explain the Trust Bond and use it in mono-cultural & cross-cultural relationships.
2. Use the six Basic Values matrixes to identify your own tendencies, to understand yourself and others, and to relate with people who have different values.
3. Identify your cross-cultural adaptability strengths & weakness and formulate an action plan to further develop your cross-cultural adaptability skills.
4. Utilize observation skills and strategies to explore a culture or sub-culture.
5. Use case study methodology to consider cross cultural situations and issues in ministry.

Textbooks:

Mayers, Marvin K. Christianity Confronts Culture. Grand Rapids, MI: Zondervan, 1987.
(Hereafter known as CC)

Lingenfelter, Sherwood G. and Marvin K. Mayers. 2d.ed. Ministering Cross-Culturally. Grand Rapids, MI: Baker, 1986. (Hereafter known as MCC)

ASSIGNMENTS

READING AND QUESTIONS

Read the assigned chapter(s) in the textbook(s) and other assigned reading before the class session for which it is due. For most chapters you will submit in writing your answers to selected questions found at the end of each chapter. The reading schedule will sometimes say, "2Q" meaning 2 questions. You should select **one question** from **two of the three sections of "Questions For Discussion"** located at the end of the chapter. Do NOT select both questions from the same section. Your answers to the 2 questions should be a total of about 2 typewritten pages (approximately 1 page per question).

Select the questions that will be **most helpful to you**, NOT the questions that are easiest to answer. Do NOT select a question that is very similar to one you have already answered in another chapter or activity. Indicate on your homework paper the **question number** AND the section of each question you answer (example: Question #4 Sending church) and type out the **question** you are answering.

If you find a very challenging question of great interest to you, you may answer just one

question rather than two questions. But you may do this only once. Your answer should be about two pages long. Please indicate on your paper that you are choosing to answer one question in depth instead of two questions.

Your answers to the questions should show that you understand the reading and **how to apply the concepts**. But, **do not repeat** what you have read in the book, **rather APPLY** what you have read to answer the question. Integrate **your own personal experience** into your answer whenever possible. These reading question assignments have a two-fold purpose: 1) to assess whether you understand the reading and can **apply it to your own life and ministry**, and 2) to prepare you to **share and reflect** during our time together in class. Your answers to the questions are the primary means by which your teacher will assess your understanding and application of the reading.

ACTIVITIES

Activity One: Prior Question of Trust

Use the Prior Question of Trust in your everyday behavior and see how it makes a difference in your interpersonal relationships. Report in writing on one of your experiences in using this concept. Indicate how your behavior was different and what was the effect of your behavior on the relationship(s). What insights have you gained into understanding how you relate to people and build trust bonds? (1-2 pages)

Activity Two: Acceptance/Rejection

Spend sometime "accepting someone" & report this experience in writing indicating what you did & what resulted. Also report in writing on a recent experience in which you displayed rejection. Do NOT intentionally reject someone, but if you do show rejection to someone, indicate how you showed rejection, how the relationship was affected, and what behavior the other person(s) displayed in response to your rejection. Include your reflections and the lessons you learned. (1-2 pages)

Activity Three: Cultural Plunge - Meal in Little India (or Arab Street or ?)

Go to Little India for lunch (or dinner) to one of the following places where you have never been before: Sri Vijaya Restaurant, 229 Selegie Road, or Gandhi Restaurant, 31 Chander Road (order a vegetable meal), or Komala Vilas Restaurant, 12-14 Buffalo Road or 76/78 Serangoon Road. Go to Arab street (or see the teacher for another place) if going to Little India would not be a cultural plunge for you. More instructions will be given in class.

Sit at the same table next to some Indians eating there. Utilize the trust concepts you have learned so far as you meet people and observe the surroundings. Eat the way the Indians do with the fingers of your right hand (no spoon, fork or chopsticks). Seek to talk with people there in appropriate ways - asking questions and conversing with the people sitting nearby you or the waiters. **Practice using the Prior Question of Trust**. Don't rush off after lunch. *Walk around in little India observing people, asking questions, etc.*

When you get back to EAST or home, **reflect** on your experience and **write down** your *feelings, surprises, irritations, emotional reactions, fears, questions, things that made you happy, uncomfortable, insecure*, etc. The purpose of the exercise is to apply the concepts which have been covered in the class. **Report in writing** on the activity, highlighting your experiences and what you did, saw, & felt and what you **learned** about trust/mistrust,

acceptance/rejection, and observation learning in an unfamiliar setting. (1-2 pages)

Activity Four: Basic Values Profile - To be revealed in class

Use the six Basic Values matrixes to identify your own tendencies, to understand yourself and others, and to relate with people who have different values.

Activity Five: Passport to Anywhere & Action Plan - To be revealed in class

Identify your cross-cultural adaptability strengths & weakness and formulate an action plan to further develop your cross-cultural adaptability skills.

Activity Six: Surprise Behavior

Pay attention to what **surprises you** and what **irritates you**. Write down your observations, describing at least one surprise and one irritation. Reflect on how your surprises and irritations may reflect cultural differences with those at whom you were surprised/irritated. How does your cultural perspective cause you to become irritated with those who are different? (1-2 pages)

Other Reading and Activities - To be revealed in class

Criteria for Evaluating Your Responses to Reading Questions and Activities:

Your grade will be based on you showing ***understanding and application*** of the concepts from the assigned reading and from your participation in class discussion and interaction. Because all the reading will not be discussed in depth during class sessions, it is important that your writing shows that you have done the reading and are **applying it** to the questions and activities. It is very important to describe how this class is personally affecting you. In other words, explain how you are **feeling**, what you are **thinking**, and ways in which you are **applying** the material in your life.

IMPORTANT NOTICE!

Because we will often discuss assignments in class, a written assignment **not** completed and turned at class on the due date will receive a 10-20% deduction provided it is turned in by the next class session. **So don't be late!** On each written assignment indicate your mailbox # at EAST and the approximate amount of time you spent on that assignment. The time spent is not a factor in your grade; the **quality of your work** is.

CASE STUDY/EXAM

The case study is "take home" exam which you will have one week to complete. It is designed to test your comprehension of the concepts, your ability to apply these concepts correctly and practically, and your ability to integrate what you are learning.

Other assignments will be explained as the class progresses.

GRADING

The grading in this class involves an element of subjectivity. Therefore, the teacher will seek to give each student feedback on the **quality of his/her work**. Assessment of each student's performance is based on:

1. **Participation** in class activities and **discussions**.
2. **Quality of the written work**. i.e., demonstrated **understanding** and **application** of the course concepts. It is also very important to describe how this class is **personally affecting you**. In other words, explain what you are **thinking**, how you are **feeling**, ways in which you are **integrating** the material **in your personal life** and what **your responses** are to the concepts developed in this class.
3. **Faithful attendance** during class sessions.

Since this class depends on the active interaction of class members, attendance is critical to success. Any absence should be **pre-approved whenever possible** by your teacher. Unless your teacher gives an alternative assignment for a pre-approved absence, the student is responsible to find out from another member of the class what happened on the day you were absent (including what was done and discussed by the class) **AND to write and turn in a one page summary** of what you found out, including your reflections on the topic(s) covered. A maximum of two absences can be excused in this manner. Failure to attend class is viewed as the ultimate lack of class participation. Unexcused absences will result in the reduction of your class grade.

Explanations concerning this class

This class is intended to be **practical** and **relevant** in training you to work effectively in the cross-cultural encounters you experience. The class work has been designed to move you through a range of experiential learning situations. If you feel that a specific assignment is not relevant to your personal situation, you are encouraged to arrange with the teacher for an alternative assignment that would be more applicable to you.

This class incorporates activity methodology to reinforce learning by concrete experiences. Sometimes you may NOT know what to expect when you come to class - so be ready for anything! You will learn the most if you receive instructions at face value & participate willingly. At times you will not receive much instruction. Follow whatever instructions you receive & then think about what has transpired. Maximum learning comes when you experience something, reflect on **what has happened**, **what you felt** and other experiences you have had, and interact with other people about these experiences.

This class is NOT a typical lecture class. This could leave you feeling academically insecure. Don't worry! Use the tools and concepts you have been learning. Observe others to see how they are dealing with cross cultural challenges. Keep sharpening your cross cultural skills and sensitivities. You will need these skills in cross cultural living and ministry because you will have to work and communicate with other people who are different from you.

Note to Auditing Students:

This is NOT a lecture class. Because of the active learning and discussion orientation of this class, it is important for auditing students **to participate as much as possible** in the activities inside and outside of the class. Auditors do NOT need to turn in written work or be graded on assignments, but **are expected to do the following**:

1. Read the assigned chapters from the textbook before the class session. The chapters are short. Answer ONE question of your choice for each reading assignment. Reflect on that question. Write down some of your thoughts.
2. Do each of the Activities. Reflect on what you did and what you learned. Write down some of your thoughts so you can share in class.
3. Read through and analyze the Case Study/Exam and reflect on the questions.
4. **Let the teacher know ahead of time anytime you will be absent.** Because of the class activities & materials needed, it is helpful to know if anyone will be absent on any day.
5. To meaningfully participate. You will need to work through the Passport to Anywhere and the Cross-cultural Adaptability Inventory. Most of the it will be done in class. But some parts will need to be done outside of class.