

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
CCM 667: Intercultural and Personal Adjustments**

Fall 2008

Instructor: J. Pepper, Ph.D.

3 credit hours

Mondays 8:30 a.m.

Phone: 604-888-7511, ex. 3127

I. Course Description:

This course is designed to assist students in understanding issues that must be faced in order to enter and minister effectively in new cultural contexts. Considerable focus will be directed toward describing means of building strong communication skills across cultures, and in developing healthy interpersonal and familial relationships. Issues such as how to deal effectively with stress and how to enable conflict resolution will be given attention. Also, culture impact and its effects are studied, as well as various strategies for acculturating within a second culture. A primary learning activity will engage students in planned intercultural contacts where they will form relationships and practice basic language and culture learning tools and techniques throughout the duration of the course.

II. Course Objectives

This course aims to help students to:

- A. Understand and articulate the critical issues that affect successful adjustment to life and ministry in a new host culture.
- B. Develop culture learning skills.
- C. Be familiar with language learning approaches that enhance cultural bonding and lead to proficiency in a new language.
- D. Understand the issues of change and transition, with special attention to culture shock and how to minimize its effects.
- E. Gain understanding of the variety of issues that bring conflict among intercultural workers and their families.
- F. Develop skills to help manage stress.

III. Texts:

Recommended:

Foyle, Marjory F. Honourably Wounded: Stress among Christian Workers. New edition, fully revised and updated. Grand Rapids, Mich.: Monarch Books, 2001.

Required:

Roembke, Lianne. Building Credible Multicultural Teams. Pasadena, Calif.: William Carey Library, 2000.

IV. Course Assignments and Grading

A. Personal Analysis Paper:

Develop a paper of approximately 1500-1750 words analyzing your personal background in light of cross-cultural ministry. To begin with, define and describe the personal and cultural values to which you are committed. Secondly, outline your aspirations for and motivations in mission service. Lastly, evaluate the strengths and weaknesses of these values, aspirations, and motivations in light of bonding with a second-culture. (eg. How is entering a cross-cultural ministry likely to influence or change these values, aspirations or motivations? What kinds of interpersonal connections and interpersonal conflicts may be likely to arise, given the nature of your first-culture background?)

Due: on or before October 6.
20%

B. Annotated Bibliography:

Select and read 400 additional pages of reading material focused on the history and culture of the people with whom you hope to be ministering, (or with whom you have been ministering) and/or readings related to adjustment to a new culture. This must be new reading for you. Turn in a complete bibliographical reference and critique (including number of pages read) for each of the articles, books, or chapters read.

Due: on or before November 24.
20%

C. Ethnographic Field Work & Cross-Cultural Interactions: (2000-2500 words)

Participate in the same cross-cultural ministry no fewer than 4 times throughout the semester. (NB: The months of October and November have mostly been left free of other assignments, in order to facilitate your investigations and interactions during this time.)

Seek effective bonding with people from a cultural background different than your own. Monitor and record in a diary your progress in intercultural adjustment. Then, after the fourth encounter with the target people group, and based on your reading and field research, summarize: (1) the worldview of the target group; (2) the similarities and differences of this worldview with your own; (3) the cognitive, affective, and evaluative dimensions of the interpersonal interactions between yourself and others of the target group; (4) your strategies in attempting to personally contextualize in the new culture; and (5) the successes and struggles of the process.

You will find James Spradley's book, Participant Observation (Toronto: Holt, Rinehart and Winston, 1980), a very helpful source for organizing fieldwork data and for analyzing major cultural patterns that build worldview. This book is available both in our library and in the bookstore.

Due date: on or before December 8
35%

D. Integration Paper (Course synthesis):

The integration paper will be short (1000-1250 word) essay based on integrating themes for the course. The paper will partly utilize materials from our textbooks. The precise content and context of the paper will be discussed in class.

Due: on or before December 15.

20%

E. Class participation

Based on consistent attendance, thoughtful responses and contributions to class discussions through comments, questions, research and readings.

5%

Policy on Late Assignments: Late assignments will be penalized one percent of the assignment's total mark, per weekday. No assignments will be accepted after one week past the due date.

CAMPUS CLOSURE POLICY

In the event of deteriorating conditions overnight or other emergency situations, every effort will be made to communicate the decision to the radio stations CKNW (980 AM), CKBD (600 AM), CKSR (104.9 FM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m.

To find out if the campus is open or closed due to snow or any other condition, please dial directly to 604-513-2147. The recording will be updated if and when any changes to the status of the campus occur.

The first announcement regarding a closure will cover the period up to 1:00 p.m. only. This allows for the beginning of Monday, Wednesday, Friday and Tuesday, Thursday classes and work in the afternoon.

If classes or work are to be cancelled beyond 1:00 p. m., this decision will be announced by the same means before 11:00 a. m. that day. Students and faculty should assume that all night classes will continue to operate.

If the emergency continues into the evening, students and faculty may check for a closure notice on the above telephone number after 3:00 p.m.

V. BIBLIOGRAPHY

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- Brewster, Thomas and Betty Sue. Language Acquisition Made Practical: Field Methods for Language Learners. Colorado Springs, Colo.: Lingua House, 1976.
- _____. Community is My Language Classroom. Colorado Springs, Colo.: Lingua House, 1985.
- Brewster, E. Thomas and Elizabeth S. Bonding and the Missionary Task: Establishing a Sense of Belonging. In Worldwide Perspectives: Understanding God's Purposes in the World from Genesis to Revelation, ed. Meg Crossman, 12 (10-17). Pasadena, Calif.: William Carey Library, 1996.
- Hiebert, Paul G. Anthropological Insights for Missionaries. Grand Rapids, Mich.: Baker Book House, 1985.
- Hiebert, Paul and Cynthia Strong and David Strong. "Order, Creativity, and the Mission Task." In Anthropological Reflections on Missiological Issues, ed. Paul G. Hiebert, 137-146. Grand Rapids: Baker Books, 1994.
- Lingenfelter, Sherwood. Transforming Culture: A Challenge for Christian Mission. Grand Rapids, Mich.: Baker Books, 1992.
- Lingenfelter, Sherwood and Marvin K. Mayers. Ministering Cross-Culturally: An Incarnational Model for Personal Relationships. Grand Rapids: Baker Book House, 1986.
- Loewen, Jacob A. The Bible in Cross-Cultural Perspective. Pasadena, Calif.: William Carey Library, 2000.
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- Nishioka, Yoshiyuki Billy. Worldview Methodology in Mission Theology: A Comparison between Kraft's and Hiebert's Approaches. Missiology, 26 (4): 456-76.
- O'Donnell, Kelly (ed.) Doing Member Care Well: Perspectives and Practices from around the World. Pasadena, Calif.: William Carey Library, 2002.
- Powell, John R. "Families in Missions: A Research Context." Journal of Psychology and Theology, 27 (April 1999), 98 – 106.
- Reed, Lyman E. Preparing Missionaries for Intercultural Communication: A Bicultural Approach. Pasadena, Calif.: William Carey Library, 1985.
- Spradley, James P. The Ethnographic Interview. Toronto: Holt, Rinehart and Winston, 1979.
- Swick, Nanette. Survival of the Fittest. Evangelical Missions Quarterly, 2001, 37(1): 32-4.
- Stewart, Edward C. and Milton J. Bennett. American Cultural Patterns: A Cross-Cultural Perspective. Revised edition. Yarmouth, Maine: Intercultural Press, 1991.
- Taylor, William D. (ed.). Too Valuable to Lose: Exploring the Causes and Cures of Missionary Attrition. Pasadena, Calif.: William Carey Library, 1997.
- Ward, Ted. Living Overseas: A Book of Preparations. New York: The Free Press, Macmillan, 1984.

Winter, R.D.W. and S. C. Hawthorne (ed.). Perspectives on the World Christian Movement: A Reader. Pasadena, Calif.: William Carey Library, 1999.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian format except in counselling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>. CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western

University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.