

St. Louis Christian College
GSO312 Intercultural Communication
Prof. Larry Doggett
3 credit hours

Spring 2012

Prerequisites: none

Tues-Thurs – 3:00 – 4:15pm

MISSION STATEMENT:

St. Louis Christian College pursues excellence in the Word and develops servant leaders for urban, rural, and global ministry.

Our Core Values

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

Bible Knowledge— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry.

Christian Character— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves.

Ministry Skills— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations.

Christian Worldview— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge.

Christian Community— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach.

COURSE DESCRIPTION:

Students examine behavior patterns learned and shared by various people of the world. In order to help students in cross-cultural communication; economic, political, social, religious and aesthetic cultural structures are treated.

COURSE RATIONALE:

It is very apparent that there is a radical change in the immigration of this country and it is very obvious that our ministries have become more multicultural. It is also very obvious that our degree program for Intercultural Ministries overseas and the metro centers of this nation will call for greater skills with other cultures other than those with whom we presently work. Therefore this course is very imperative for **all** of the students of this college, especially for the Intercultural Urban division and Preaching ministry.

COURSE OBJECTIVES:

As a result of this study, you should be able to:

1. Define "culture" and explain its significance by answering the question on the Mid-term exam.

2. Understand the need for cultural sensitivity shown by people who immigrate to the U.S. by interviewing a person for their Cultural Resume paper.
3. Discuss the question of and summarize the major parts of culture by interviewing the individual for their Cultural Resume paper.
4. List the major areas of cultural conflict which may cause a breakdown of communication by the interview and lectures in the classroom.
5. Appreciate the diversity of culture in the modern world by studying the cultural statistics of the St. Louis metro area or any other city of this world.
6. Recognize his or her own "ethnocentrism" and become more culturally sensitive by listening to a lecture given by an international student or teacher during class-time.
7. Relate a personal experience in which cultural backgrounds affected communication by giving an oral presentation of their interview.
8. Analyze and summarize the major cultural characteristics of a significant people group by studying the chapter on cultural distance.
9. Evaluate his/her readiness for cross-cultural ministry by discussions held in class.

COURSE REQUIREMENTS:

Mid- term exam - (20% of your grade) There will be only one major Mid-term exam during the semester.

Reading- The **textbooks** for this class are:

CROSS-CULTURAL CONNECTIONS-STEPPING OUT AND FITTING IN by Duane Elmer, Downers Grove, IL IVP press. 2002

ANTHROPOLOGICAL INSIGHTS FOR MISSIONARIES, by Paul G. Hiebert, Baker Book House, Grand Rapids, MI 1985

MINISTERING CROSS CULTURALLY by Sherwood Lingenfelter and Marvin K. Mayers, Grand Rapids, MI: Baker Book House, 1986.

Cultural Resume Paper: (30% of your grade) (no less than ten pages long)

Each student is to choose someone outside of their own cultural background and take the major points of a handout that will be given to you in class that will guide you in interviewing your friend about each dimension. You will be giving an oral report of your findings at the end of the semester. (See Class Presentation below)

1. Talk to someone about doing three interviews with him or her. During this time try to explain that you are in a class and you have been asked to interview someone of another culture. Let them know that it will take some time, as much as an hour each time you meet.

2. Before you meet with them go to the library or the internet and find all of the material you can about the country your friend is from. The more you know about the

country, the better the interview will go. Try to find a map and take it with you when you do the interview.

3. When you meet for the interview, start out with asking about their experience coming to the U.S. Talk to them about all of the changes they experienced in the first few days of arrival, living conditions, any confusion they experienced, foods they had to get used to and maybe about the Pace of life they came from and the change of the pace they encountered here. (Word this in a little more simple way, but you know what I mean. You have to we are both Americans.)

4. In your second visit with them ask about the language they had to learn. How did they learn it? What were some of the difficulties they encountered? Ask them about the idioms that we used, did they confuse them. How did Americans treat them? Were they hostile? Was there any prejudice shown or were they treated fairly.

5. In your next visit, talk to them about the differences in their government and ours. Ask them about family structure. Ask them about their religion and how was it different from Christianity. Keep probing about their religion and how they feel about the struggle they felt when they came here. Ask them about the space factor while talking to their friends. Did they find any differences in the ways Americans talk and what they were used to? What about different Gestures they saw here and those they were used to. Then what about touching one another or holding hands, or kissing as well as the appropriate ways of touching and greeting. On the shoulder, embracing, shaking hands, anything else that pertains to gestures. If it is at all feasible, help them to understand our school and that it trains people to work in a church where it is important to have a broader understanding of all cultures.

If you can arrange it, try to take them out to some restaurant that serves food close to their ethnic culture. Or get the recipe for some favorite dish of theirs and bring it to class the day your give your report. (Your professor likes almost any ethnic food in the world; i.e. Monkey, worms, zebra; (no dogs or rats yet).

Cultural Resume Paper due: Monday, May 5th.

Oral class presentation: (30% of your grade)

You will give this report orally in the last two weeks of the semester. The length of the reporting time will be given after class starts when we know how many students will be reporting.

Oral Reports to be given last days of class and finals day.

Attendance: (attendance is 20% of your grade)

There are 27 days of school for this class not counting Lab Week. This class will adhere to the attendance policy of the school, which states: a student will fail the class when they have been absent for 25% of the classes. The following are the guidelines to be followed if you miss in excess of two classes: Your percentage points for "Participation" will decrease accordingly.

Each excess absence over two will reduce your attendance grade by 5% per absence.

COURSE ASSESSMENT (EVALUATION):

Course Grading:

Attendance	20%
Mid-term exam	20%
Cultural Resume Paper	30%
Oral Presentation	30%

Grading scale: You will be graded according to the grading scale listed in the SLCC college catalog. Notice that we now have an A+ in our new grading scale!

Cultural Resume Paper:

Your cultural resume will be graded by several criteria.

- It needs to be at least ten pages in length.
- You need to have the MLA style title page as your cover page.
- You need to identify the number of visits that you make for the interview.
- It is suggested that you write about the country and background of the person, this can be done with an encyclopedia or the Series of Cultural Profile books in the reference section of the library.
- Your report needs to be double-spaced.
- If you do any research you need to properly document your sources.
- Your paper needs to follow the form found in your MLA manual.

Grading your Cultural Resume Paper:

1. Accuracy of the MLA style Title page.	5%
2. The number of pages written in your report.	10%
3. Spelling.	5%
4. Grammar.	10%
5. Details of your background studies	10%
6. Content (Quality of review, analysis and critic)	50%
7. Documentation of your research articles.	<u>10%</u>
	100%

Oral Presentation:

The length of time to give your report will be approximately 20 minutes in length. There will be a time at the end of your report for the Professor and students to ask questions about your research.

It is possible that you could use a power-point presentation, showing maps, details of your interview, etc.

It is suggested that you do a complete research of the country your interviewee has come from.

It would also be good if you could have any type of artifacts from their country.

Attendance:

There are 27 days for this class, not counting Lab Week. This class will adhere to the attendance policy of the school, which states: a student will fail the class when they have been absent for 25% of the classes. The following are the guidelines to be followed if you miss in excess of two classes: Your percentage points for “Participation” will decrease accordingly.

Each excess absence over two will reduce your attendance grade by 5% per absence.

COURSE SCHEDULE:

- Jan. 10th – Class orientation and presentation of Syllabus.
- Jan. 12th – Monkeys, Mission and us. Read Elmer: Ch.1-2
- Jan. 17th – Right, Wrong and Different. Read: Elmer Ch. 3
- Jan. 19th– Culture is everywhere and it sneaks up on you. Read Elmer Ch. 4
- Jan. 24th – Culture Shocks! Read Elmer Ch. 5
- Jan. 26th – Identifying Expectations. Read Elmer Ch. 6
- Jan. 31st – Square Heads and Round Heads. Read Elmer Ch. 7, 8
- Feb. 2nd - How to be approachable and Positive. Read Elmer Ch. 9, 10
- Feb. 7th - How to build relationships and effectiveness. Read Elmer Ch. 11, 12
- Feb. 9th – Time and event, Tasks and Relationship. Read Elmer Ch. 13, 14
- Feb. 14th – Individualism, Collectivism, to Holistic Thinking. Read Elmer Ch. 15, 16
- Feb. 16th - Logic, straight or curved, with Status. Read Elmer, Ch 17, 18
- Feb. 21st – Guilt and Shame. Read Elmer, Ch 19, 20
- Feb. 23rd - The Gospel and Human Culture. Read Hiebert Ch. 1 -2
- Feb. 28th – Cultural Differences and the Missionary. Read. Hiebert Ch 3
- March 1st – **Mid-term Exams**
- March 6th - The incarnational Missionary. Read Hiebert Ch. 4
- March 8th - Cultural assumptions of Western Missionaries. Read Hiebert Ch. 5

March 13th - Cultural Differences and the Message. Read Hiebert Ch 6

March 15th - Critical Contextualization. The Fourth Self. Read Hiebert. Ch. 7 & 8

March 19th thru the 23rd : Lab Week

March 27th – Building Bicultural Bridges. The Missionary Role Read Hiebert. Ch. 9 & 10

March 29th – Lingenfelter Introduction through p 12.

April 3rd - Christ the Model. Read Lingenfelter pp13-26

April 5th – **Spring Break!**

April 10th – A Model of basic Values. Read Lingenfelter pp27-36

April 12th - Tensions about Time. Tensions in Judgment Read: pp37-67

April 17th – Tensions about Handling Crises. Read: pp69-80

April 19th – Tensions over Goals. Read pp81-104
– Tensions regarding Vulnerability

April 24th - Becoming the 150% man - Read: pp. 105-124 –

April 26th - **Cultural Resume Paper due. Oral Reports begin!**

May 1st-3rd - Finals Week - The remainder of our oral reports. No formal exam.

Learning Experiences:

During the Semester, let's:

- Look for opportunities to cross a cultural boundary.
- Do our best to improve campus relationships with international students.

COURSE STUDENT LEARNING RESOURCES (BIBLIOGRAPHY):

REQUIRED TEXTBOOKS:

Elmer, Duane, *Cross-Cultural Connections, Stepping out and Fitting in*. Downers Grove, IL Intersity Press. 2002

Hiebert, Paul, *Anthropological Insights for Missionaries: Grand Rapids, MI Baker Book House, 1985.*

Lingenfelter, Sherwood, and Marvin K. Mayers. *Ministering Cross-Culturally: an Incarnation Model for Personal Relationships*. Grand Rapids: Baker Book House, 1986.

RECOMMENDED RESEARCH RESOURCES:

Chaika, Elaine. *Language: the Social Mirror*. Third Edition. Boston: Heinle & Heinle Publishers, 1994.

Hawthorne, Steven C. and Ralph Winter, eds. *Perspectives on the World Christian Movement: a Reader*. Fourth Edition. Pasadena, CA: William Carey Library, 1999.

Hesselgrave, David, *Communicating Christ Cross-culturally*. Second edition, Grand Rapids, MI. Zondervan, 1991.

Seelye, H. Ned. *Teaching Culture: Strategies for Intercultural Communication*. Third edition. Lincolnwood, Illinois: National Textbook Company, 1997.

Valdes, Joyce Merrill, ed. *Culture Bound*. New York: Cambridge University Press, 1996.

Van Rheenen, Gailyn. *Communicating Christ in Animistic Contexts*. Grand Rapids: Baker Book House, 1991.

Periodicals:

Missiology, Edited by Evangelical Missions Information Services.
Evangelical Mission Quarterly, Edited by the Wheaton Billy Graham Center.

Websites:

www.joshuaproject.net

www.calebprojects.org

www.brigada.org

www.gospel.com

COURSE POLICIES:

Missed exams: It will be the responsibility of the Student to come to the professor to arrange a time to take the exam that was missed. The Student will have to make those arrangements.

Students with a diagnosed learning disability please see me privately and we will do our best to work with you.

Understand that the Professor reserves the right to modify this course plan by changing topics, due dates, or even and assignment as long as it does not add to the students' work load.

COURSE INSTRUCTOR CONTACT INFORMATION:

Prof. Doggett's - OFFICE HOURS.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:45			Theology I BTH102		Theology I BTH102
8: 55-10:10	FACULTY MEETINGS	Office	Office	Office	Office
10:20-11:20		Chapel		WCU	Chapel
12:00-1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30-2:45		Office	Office	Office	
3:00-4:15		Intercultural Communication GSO312	Office	Intercultural Communication GSO312	Office
6:00-10:00				Intercultural Ministry GSO312n	

* If I am needed at any other time please make arrangements prior to the time, if not possible please call.

3 PHONES AND 2 EMAILS:

Office: 837-6777 extension 1508. ldoggett@slcconline.edu Cell: 314-225-9052
 Home: 314-524-1747 ldoggt@yahoo.com It's OK to use my home phone. However if you want to contact me by email in the evening it is best to use my home email or even both to insure a quicker turn around time on your answers.
 You may also want to transmit your papers by attached "MS Word 2010 or XP.

Your cultural resume will be graded by several criteria.

- **It needs to be at least ten pages in length.**
- **You need to have the MLA title page as your cover page.**
- **You need to identify the number of visits that you made for the interview.**
- **It is suggested that you write about the country and background of the person before you interview them, this can be done with an encyclopedia or the Series of Cultural Profile books in the reference section of the library.**
- **Your report needs to be double-spaced.**
- **If you do any research you need to properly document your sources.**
- **Your paper needs to follow forms found in your MLA manual.**

You will be graded on the following:

Length of Paper:

Country background: Cultural profile

Format:

Documentation: