

ICS 3209 Urban Intercultural Studies: MWF 2:00-3:05pm Riley Hall 234

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COURSE DESCRIPTION

Urban Intercultural Studies is a course which examines the socio-theological foundations of ministry in an urban context through an intercultural lens. This course will focus on addressing a variety of complex social, organizational, and personal issues from an intercultural ministry perspective grounded in a biblical missional hermeneutic.

EDUCATIONAL PRINCIPLES

The preparation of this course plan has been guided by these educational principles

- ❖ To operate intellectually and ethically in a cooperative manner that brings glory to God.
- ❖ Learning occurs through experience, action, and reflection on experience and action.
- ❖ The faculty's primary role will be facilitative, consultative and supportive of students learning experience.
- ❖ To accepting responsibility for one's own actions, including speaking up to ask questions or offer constructive criticism.
- ❖ To adopting a set of life priorities conducive to success in a college level course including time management skills, a sense of personal responsibility and self-efficacy

PROGRAM DESIGN

The Christian Ministry program design is based on the shared vision of three program themes and learning goals related to our core competencies.

SHARED VISION OF THE CORE COMPETENCIES RELATED TO ICS3209Promote a Healthy Understanding of God and Self

- Cultivate a growing appreciation for knowing God through scriptures
- Understand the need to be Christ in the world

Promote a Healthy Understanding of People and Community

- Define culture from a Christian and social science perspective
- Describe the ways that our and others' ethnic/geographical culture influence personal and collective lifestyle decisions in light of scripture and worldview.
- Describe the ways the Church (individually and collectively, locally globally) is to function in society, through evangelism/missions work and being socially responsible through acts of justice and mercy.
- Promote and cultivate attitudes and dispositions which reflect a civic responsibility, social equality and justice.
- Describe biblical and theological foundations, as well as social science research for healthy relationships
- Identify systemic sins of society that affect the life of the Church
- Describe how to live redemptively in a pluralistic world

Promote a Healthy Understanding of Designing and Implementing Ministry in the World

- Understand the principles and practices of church planting in the New Testament
- Develop and maintain friendships with non-Christians, to include those of different cultures/ethnic groups from your own.
- Use appropriate creative evangelistic approaches to contact different kinds of people

- Challenge others to receive Christ, taking into consideration their societal orientations and ways of deciding
- Disciple the converts of the various ethnic, social and age groups of your community, in accordance with the characteristics of these groups.
- Explain the effect of culture on the teaching/learning and communication processes

Primary Themes for the Course and Accompanying Learning Goals

| Primary Themes | Knowledge Goals | Action Goals | Reflection Goals |
|-------------------------------|---|---|---|
| Building Community | | Build community within the ISC3209 | Reflect on how one's unique experiences and giftedness can be most effectively used to build community. |
| Gathering Knowledge | Develop a deeper understanding of dominant theological perspectives, practices, and models of ministry in an urban context. | Uncover and analyze the presupposition of these theologies, perspectives that shape one's environment and impact of those presuppositions on one's own interpretations, expectations decision, & actions. | Reflect on the impact of these presuppositions on one's interpretations, expectations, decision, & actions. |
| Practicing Discernment | Develop a deeper understanding of kingdom of God models of urban ministry. Develop a deep understanding of kingdom of God principles for discerning and evangelistic and mission strategies in an urban context. | Participate with the body of Christ as learner-disciples, communicators of the Gospel, and theologians. | Reflecting on one's changing identity as a servant of God & learner of healthy urban ministry practice |

Guiding Questions for the Course

1. What is the purpose of having a biblical rationale for urban missions and intercultural ministry?
2. What are my foundational beliefs about the gospel message and practice and how did they develop?
3. What are some of the current effective strategies for practicing an intercultural ministry?
4. What are my foundational beliefs and presuppositions about the city, its peoples, and its systems?
5. How do our beliefs and presuppositions influence how we do ministry in an urban context?
6. What are some influences that have shaped how we see and practice urban missions as intercultural ministry?

Major and Typical Learning Activities-Assignments

See assignment sheets for detailed explanations and assessments.

1. Journal/ Essay x 2 (40 points)
2. In class (reflective reading assignments 60 points)
3. Case Study Project (100 points)
4. Group Participation (100 points)

Required Readings

Roberts, B. (2007). *Glocalization: How Followers of Jesus Engage a Flat World*. Grand Rapids: Zondervan.

Takaki, R. (1993). *A Different Mirror: A History of Multicultural America*. New York: Bay Back.

Suggested Readings-choose one or one not on this list

Gornik, R. M. (2002) *To Live in Peace: Biblical Faith and the Changing Inner City*. Grand Rapids: Zondervan.

Jenkins, P. (2002). *The Next Christendom: The Coming of Global Christianity*. New York: Oxford University Press.

GRADING PROCEDURE

Grades will be assigned according to the following distribution

| | | |
|--|--|---|
| 96%-100%= A <i>Represents achievement that is outstanding relative to the level necessary to meet course requirements</i> | 84%-85%=B- | 70%-73%=D+ |
| 94%-95%=A- | 80%-83%=C+ | 66%-69%=D <i>Represents achievement that is worthy of credit even though it fails to meet full the course requirements</i> |
| 90%-93%=B+ | 76%-79%=C <i>Represents achievement that meets the course requirements in every respect</i> | 65% and below=f |
| 86%-89%=B <i>Represents achievement that is significantly above the level necessary to meet course requirements</i> | 74%-75%=C- | |

COURSE CALENDAR

Prof. Rebell
Revised 1.1-1/12/12

| Date | Focus | Text/Assignment(s) |
|-----------------------------------|--|---|
| January 9- February 10 | Intercultural Understanding (Acts 10:24-48) -A Matter of Perspective | <i>A Different Mirror; A History of Multicultural America</i> -Ronald Takaki |
| January 9, 10, 12 | Introductions, Orientation, Overview, Projects Learning Outcomes | <i>Make a list of site visits (1/18)</i> |
| January 18, 20 | <i>Mapping our Journey's of Racial Identity Development</i> | Part 1: A Different Mirror (1/20) #1-Journal Essay(a) (1/20) Select site visit |
| January 23, 25, 27 | <i>Ways of Being White/Black/Red (racial) and the need for a movement towards the Cultural Nature of Human Development(Who are we?-Psalms 8)</i> | Part 2: A Different Mirror (1/23) Secure commitment of site visit |
| January 30; February 1, 3 | <i>Decoding the Dominance Paradigm and its role in Evangelism/Missions-Possibilities of Hope and Healing</i> | Part 3: A Different Mirror (1/30) Establish schedule of site visit |
| February 6, 8, 10 | <i>Unfinished Work- toward Transformation in Christ (Guest-Dr. Curtiss DeYoung)</i> | Part 4: A Different Mirror (2/6) Begin Site visit(s) |
| February 13- March 23 | Urban-What do we mean by urban systems? - <i>A perspective on why the world is in such a mess?</i> | <i>To Live in Peace: Biblical Faith and Changing Inner City-Mark Gornik (Recommended)-or-TBD by Students (2/17)</i> |
| February 13, 15, 17 | Place Matters | |
| February 20, 22, 24 | Class Matters | |
| February 27, 29 | Contextual Theology Matters | |
| March 12, 14, 16 | Kingdom Ethics Matters | |
| March 19, 21, 23 | Presentations Work Week (tentative) | Site Visit(digital) documentary Project (status report) |
| March 26- April 27 | Gods Mission -A Matter of the Kingdom Model | Glocalization-Bob Roberts |
| March 26, 28, 30 | Old Testament Perspective- <i>Where are we?</i> | |
| April 2, 4, | New Testament Perspective- <i>Where are we?</i> | |
| April 11, 13 | Impact of Modernity- <i>What has gone wrong?</i> | |
| April 16, 18, 20 | The Hidden Meaning of Post-Modernity- <i>Embracing the Bible's Grand Narrative</i> | |
| April 23, 25, 27 | The Mission of God-- <i>What is the Solution? (What can we do about it?)</i> | |
| April 30 May 2, | Presentations | Site Visit(digital) documentary Project (status report) |
| May 7-10 | Final Examinations Week | Reflection and Summary Journal/Essay (b) |

Attendance

Four (4) unexcused absences through the semester will be allowed with no imposed penalty; absences beyond four will result in a 10% grade penalty (the equivalent of one full letter grade) being subtracted from a student's final grade for each occurrence.

An *excused absence* is one that involves severe illness, jury duty, death in the family, or jail time, in which there is documented proof regarding your absence that is deemed acceptable by the professor (e.g. doctor's note; a letter from the jury foreman; copy of an obituary or death certificate.). It is your responsibility to follow-up and document any absences within a three day period of missing class. If you do not contact me within three days, you may be automatically disqualified from having an excused absence. Only students who have a documented, approved absence for a specific class period will be eligible to receive any assistance from me regarding the make-up of that class material.

See the Student Handbook, pages 29-32, for explanations of excused absences, and policies regarding cheating and plagiarism (available online at <http://nwc.edu/students/handbook.php>).

Academic Integrity

-Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Northwestern College. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

-Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

-When a student is found to be in violation of the academic dishonesty policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course.

-When a student is found to have falsified official information, the administrative official responsible will determine whether the violation merits suspension from Northwestern College. The student has the right to appeal the instructor's or administrator's decision to the appropriate graduate school dean or program director, and if still dissatisfied, to the vice president of academic affairs. In the case where the dean or director is the instructor or administrator, a second member of the school/program faculty will be asked to perform an independent investigation and make a recommendation. The vice president of academic affairs' decision is final.

Instructors' Policy for In-class Use of Electronic Communication Devices and Personal/Laptop Computers:

Flagrant or repeated violation of any part of the policy may result in removal from the course, and if necessary, from the doctoral program.

1. All personal electronic devices are to be turned off for the duration of the instructional period. They may be accessed during scheduled breaks. Faculty may remove the electronic device(s) for the class session from students who ignore this policy. If there is an extreme circumstance that warrants use, the student must explain it to the faculty *before* class, and the faculty must agree that said device may be turned to vibrate/no-ring during a class session. These devices include any with the ability to receive and/or transmit voice, text, or data messages, or digital photographs or images without a cable connection. They include, but are not limited to, cellular telephones, digital wireless phones, digital wireless phones with camera, radio-phones/walkie-talkies, telephone pagers, PDA phones (personal digital assistants with wireless communications capabilities), RIM ("research in motion") wireless devices, or paging devices..

2. Lap-top computers are to be used in class for class-related purposes only. Students found to be using them for any other purpose will not be permitted to operate them in class for the rest of the course

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Name of Student _____ MC _____

Grade Sheet for ICS3209**Assignments:**

| | |
|---|--------------------|
| #1 Narrative/Journal Essay x 2 | _____ (out of 40) |
| #2 Reading Reflective | _____ (out of 60) |
| #3(a) Case Study Project | _____ (out of 100) |
| #3(b) Reflective Summary Media Presentation | _____ (out of 100) |
| #4 Participation | _____ (out of 100) |
| Total Points | _____ (out of 400) |
| Percentage | _____ |
| Grade | _____ |
| Absences (out of 30 classes) (3 for an A, 6 for a B, 9 for C, 12 for D, 13+ F) | _____ |
| Revised Final Grade if reduced by absences | _____ |