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PUI 346 01 Urban/Intercultural Field Study

(2 semester hours)

Spring 2008

Description & Rationale

This course is for students involved in a short-term summer mission or urban ministry experience in the U.S. or overseas. It includes pre- and post-field orientation sessions, readings and assignments designed to help the student prepare for the challenges of intercultural ministry and reflect upon the issues raised by his or her experience.

Objectives

1. Become aware of one's own cultural "baggage" and sensitive to stereotypes of the "ugly American."
2. Consider the factors making cross-cultural communication difficult and practice transcending communication barriers.
3. Learn to accept cultural differences non-judgmentally in morally neutral areas.
4. Begin to think about ways the gospel might be contextualized for an international or urban setting.

Required Reading

Dearborn, Tim. *Short-Term Missions Workbook*. Downer's Grove, Illinois, IVP, 2003.

Lane, Patty. *A Beginner's Guide to Crossing Cultures*. Downer's Grove, Illinois: IVP, 2002.

And, students' choice of one of the following:

Kohls, L. Robert. *Survival Kit for Overseas Living*. 4th ed. Boston: Nicholas Brealey Pub., 2001.

Bakke, Ray. *The Urban Christian: Effective Ministry in Today's Urban World*. Downer's Grove, Illinois: IVP, 1987.

Disclaimer

This syllabus should not be taken as a comprehensive statement of all policies related to this course. The professor reserves the right to amend or alter the course plan during the semester, with adequate warning to the students of any changes.

Assignments

Pre- and Post- field orientations (Dates TBA)

All students are required to attend a pre-field orientation and a post-field orientation at CCU, in addition to any meetings required by your team leader. One make-up date will be scheduled for each; no course credit will be given to students who fail to attend. All course assignments will be due at the post-field orientation meeting.

Reading response papers: 50%

All students will read Patty Lane's *A Beginner's Guide to Crossing Cultures* as well as the student's choice of one of the following: Robert L. Kohls, *Survival Kit for Overseas Living* or Ray Bakke, *The Urban Christian*. For each text, students will write a paper briefly summarizing the most useful or intriguing points in the text and give the student's reaction to those points as well as thoughts about how to apply the material to one's own life and mission situation. Each paper should be 3 pages long and is worth 25% of the final grade, 50% total.

Workbook 25%

Students will read and complete the questions in the Dearborn workbook while on the field. Workbooks are to be turned in at post-field orientation for a grade, worth 20% of your course grade. (These will be returned to the student) Work will be graded based upon the apparent thought and care put into the assignment.

Cultural Experience Paper 25%

While on the field, students must have a cultural experience that meets the following criteria:

- Involves major contact with nationals
- Involves using the local language or customs
- Includes no more than 2 other Americans (student should feel like a minority)
- Makes the student feel substantially "stretched" outside his or her comfort zone.

Possible examples (check with your team leader about what is culturally appropriate, safe, and advisable for a visitor to that area):

- Observing a worship service (non-Christian, or a culturally-different Christian service).
- Visiting the home of people of another culture, religion or socio-economic status.
- Negotiating purchases in a marketplace.
- Learning to use mass transit, asking directions from fellow passengers.

Students will prepare a 5 page paper reflecting upon the experience, how he or she felt, what was learned about the culture and oneself, and insights about how one might best communicate the gospel in this culture. (Are the people direct or circumspect? Emotional or reserved? Relaxed or uptight? How open are they to outsiders? What personality characteristics, talents, skills, training might a missionary need to relate well to these people? What are the major social concerns or needs that might provide a point of entry for Christians?). The paper is entirely one's own reflection – no extra sources need to be consulted or cited, though the student may do so if he or she wishes.