

**Global Diversity & Intercultural Understanding (ICS2042 section 2)**  
*Indianapolis, Kansas City, Chicago*  
**School of Theology and Philosophy**  
**Mount Vernon Nazarene University**  
**Syllabus – SPRING 2015**

**Credit:** Two (2) semester hours  
**Schedule:** See Course Schedule  
**Instructor:** Matt Price, Ph.D., [Matt.Price@mvnu.edu](mailto:Matt.Price@mvnu.edu)  
Office: Campus Center, School of Theology, ext. 3617/Cell 740-504-3325

### Course Description

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This course is an introduction of diversity in national societies and the world at large. Special emphasis is given to interpreting, appreciating, and dealing with diversity with acceptance and trust.

Furthermore, the course will expand students' knowledge of minorities in urban society. Racial and ethnic diversity will be the primary factors investigated in the material. There will also be opportunity to interact with various issues in diversity including gender, sexual orientation, socio-economic status, politics, and religion. The study of diversity will provoke students to consider possible forms of ministry as participants within the church in the world. The difficult questions we raise will point us toward godly responses. The course is structured like a learning lab in the major metropolitan areas of the US. The learning hours will be spent with local leaders developing ministry plans for diverse populations, visiting on-site locales, and making connections with course readings and classroom discussions.

The course is open to any student without prerequisite that senses a calling or interest in intercultural studies and ministry within their profession or as a profession.

### Course Outcomes

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This course is designed to help the student meet the following objectives:

- 1) Identify the main components of social relations within diverse communities.
- 2) Engage the competencies involved with intercultural understanding and leadership.
- 3) Appreciate the strengths and struggles of those who work in diverse populations.
- 4) Apply previous knowledge of the Bible, theology, and social sciences to serving diverse populations.
- 5) Learn how to assess leadership abilities that incorporates awareness of diversity.
- 6) Discover and use various tools for understanding the diversity present in particular communities.

### Course Textbooks

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*Required Textbooks*

Law, Eric H. F. *The wolf shall dwell with the lamb: A spirituality for leadership in a Multicultural community*. Danvers, MA: Chalice Press, 1993. (ISBN 978-0-827242-31-X / Library of Congress BR115.C8L378)

Elmer, Duane L. *Crosscultural Servanthood*. Downers Grove: IVP Press, 2006.

### Related Books:

- Adeney, Miriam. *Kingdom without borders: The untold story of global Christianity*. Downers Grove: IVP Books, 2009
- Branson, Mark Lau and Martinez, Juan F. *Churches, Cultures, and Leadership: A practical theology of congregations and ethnicities*. Downers Grove, IL: IVP Academic, 2011. (ISBN: 978-0-8308-3926-1 / Library of Congress: BV639.M56873)
- Katongole, Emmanuel and Rice, Christ. *Reconciling All Things: a Christian vision for justice, peace, and healing*. Downers Grove: IVP Books, 2009
- Lewis-Giggetts, Tracey M. *The Integrated Church: Authentic Multicultural Ministry*. Kansas City: Beacon Hill Press, 2011.
- Livermore, David A. *Serving with Eyes Wide Open: Doing Short-term Missions with Cultural Intelligence*. Grand Rapids: Baker Books, 2006.
- Plueddemann, James E. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, IL: Intervarsity Press, 2009. (ISBN: 978-0-8308-2578-3 / LOC: BV652.1.P58)
- Priest, Robert J. and Nieves, Alvaro L. eds. *This Side of Heaven: Race, Ethnicity, and the Christian Faith*. Oxford: Oxford University Press, 2007. (978-0-19-531056-6 / LOC: BT734.2.T45/Available on-line through the MVNU Library)
- McNeil, Brenda Salter and Richardson, Rick. *The Heart of Racial Justice: How Soul Change Leads to Social Change*. Downers Grove: Intervarsity Press, 2004.

## Course Requirements

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### COURSE PROJECTS

(all course projects are due by **11:55 p.m.** on due date)

- Faithful class participation.** Attendance and participation are the defining elements of this course. We will learn primarily by observing and doing. Action and reflection will help us learn how to practice ministry within the reality of diversity. The trip to Philadelphia will provide our context for learning. Your responsibility is to keep your senses attuned to taken in as much information as possible: to show up and be present at all class gatherings and activities. There will be daily excursions into the city to various venues. The schedule may change so be ready to be flexible.
- Book Reflection Paper on Law's book *Wolf Shall Dwell with the Lamb* (Due on the first day of J-term). Course outcomes 1, 5).** For this assignment, students will write a 1000-word book reflection. **You may use Law for this assignment. If you choose another book from the Recommended Reading List, you still need to read Law.**

Be sure to cite the book often as well as other curricular readings throughout your reflection. Think of the reflection paper as a conversation between your life and the ideas encountered in the book. Attach it as a Word document to the discussion board, name the file: ICS2042 Book Reflection LastNameFirstInitial

You will need to reflect on what the author says about God and His relationship to us particularly as it might relate in what you have learned about evangelism and discipleship. Your paper should have three sections:

**Name:**

**ICS2042**

**Date:**

**Book Reflection— Title by Author**

- 1. Summary (100 words)** – Include MLA/APA citation in this section. What is this book about? What are some unique characteristics about the author? Why do you think the author wrote the book?
- 2. Critique (500 words)** – What does this book say specifically about diversity and spiritual responsibilities of leaders in diverse (multicultural) communities? In what ways do you see these responsibilities taking shape in your life and ministry (now or in the future)? How has author helped you recognize the importance of diversity in ministry?
- 3. Application (150 words).** In what ways has the author challenged your previous thinking about yourself, others, and God? What are some connections between the course experiences, discussions and what you've read in this book? How might you change your mind and possibly your life in response to what you've read? How could you apply the author's ideas into your personal and (future) professional life?

**3. Crosscultural Servanthood Chapter Discussion. Course outcomes 3, 4.** Lead a discussion on an assigned chapter in Elmer's book *Crosscultural Servanthood*. Think of ways you think the chapter helped you understand working among groups different than yourself as well as your place in our diverse world. Then, create 3 to 4 open ended questions based on the chapter that help us reflect on our experiences during the trip.

**4. Transferable Concepts Reflection Paper (Due last Wednesday of J-term). Course outcomes 2, 6.**  
 The purpose of this assignment will be to engage the community through those that live and work there, to see their hopes and problems through their eyes, and seek solutions and goals from their perspectives. One of the abilities of a hopeful minister is to learn what you can from everyone that you can. So, you need to identify 20 transferable concepts that you would like to see happen in your own ministry practice. You will find possible concepts within the assigned readings and the on-site experiences. You may have to adapt what you identify or critique what you observed on-site or in the readings. This assignment is not just a way to identify your favorite concepts or experiences but also to make connections between the readings and experience, integrate knowledge from previous courses and how they might apply to this course's readings and experiences, as well as envision new insights of being a Christian disciple and disciplemaker within the diversity of our contemporary context. Make sure to use proper MLA/APA citations and format for the entire paper (points will be taken off where you take shortcuts in writing with appropriate style format). Points will also be taken off for spelling and grammar errors. Use this file name: ICS2089 J14 TC Paper – LastnameFirstname (points will be deducted if you do not).

**5. Trip LiveTweets. (During trip) Course outcomes 2, 3, 4.** You will be required to tweet comments, questions, and reflections based on our experiences during the trip. Use #ICS2042 #Indy, #ICS2042 #KC, #ICS2042 #Chi, #ICS2042 #TheRoad. Tweets should not discriminate or diminish the personhood of any participant, host, or local people involved. Or, you can write regular entries in a journal reflecting on your experiences during the trip to the local context. And, it should be Naz-appropriate. For a journal, it should contain details from the trip including accurate renderings of personal names, geographic locations, and citations from the required reading textbooks. You need a minimum of 5 tweets per day of the trip (or 10 dated entries of at least 200 words each).

## Course Evaluation

The number of points accumulated during the semester determines the final grade.

Assignments	Points	Learning hours
Class Participation (10 days site visits x 7 hrs)	--	52
Assigned Reading (144 + 206 = 350pp @ 20/hr)	--	18
Book Reflection Paper (1000 words)	100	4
Book Discussion Questions	50	1
Trip Tweets/Journal (5twts/day or one entry/day)	300	10
Transferable Concepts Paper (2000 words)	550	5
<b>Total</b>	<b>1000</b>	<b>90</b>

Grading scale is:

A 1000-900      B 899-800      C 799-700      D 699-600      F 599>

MVNU does not recognize A+ or D-.

### One course learning hour equals . . .

- 15-20 pages of reading (2000 level) (300 page book = 15 course learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class time or
- 60 minutes of research
- 60 minutes of exam time
- All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel

## Course Policies

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- 1. Late work will automatically lose 20% of the possible points per day that it is late. It should be submitted by the date and time given in the syllabus.**
- 2. Use of an online course system is required.** All announcements, writing assignments, and other information will be posted electronically. Writing assignments will be emailed to the professor as a Word doc. The professor will use a Google search to check for plagiarism. People have been caught cheating using this method.
- 3. The professor is interested in and committed to the students' success in the course.** Any questions about assignments, class preparation, research, or anything else which the professor can do to help the student, please e-mail or call me. I will be available and am eager to help you with whatever you need to be a good student and complete person.
- 4. Students who qualify for and desire accommodations in this course due to a disability,** as defined by the Americans with Disabilities Act of 1992, must follow the Disability Services Policies and Procedures as put forth by the office of Academic Support. The guidelines may be obtained in hard copy at the Academic Support office or in electronic form at: <http://www.mvnu.edu/academics/services/dservices.html>. Call David Leedy, Disability Services Coordinator (740) 397-9000 extension 4284 for further information.
- 5. Academic Integrity:** If you are observed cheating, actively or passively, or plagiarizing, you will be asked to meet with the instructor. The instructor reserves the right to give a zero for that specific assignment or exam, and you could be dropped from the course.

## Getting Started

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- **Review all of the assignments and put due dates into your calendar.**
- **It is a good idea to save all files** for the course in a designated folder on your computer. Make sure you have a backup plan if you run into problems with the Internet or your computer.
- **Remember to do all work in Word (or similar software) and save it continually.**
- **Get a head start on your reading assignments during break.**

## Tentative Course Schedule--Tentative

Sun	Mon	Tue	Wed	Thu	Fri	Sat
PRIOR			1	2	3	4
<b>Weeks leading up to Spring Break</b>			Every Wednesday 6:30p-8:00p			
SPRING BREAK	9	10	11	12	13	14
		<b>Book #1 Reflection Paper Due</b>				Site visit  Indy Shepherd Community (low SED populations)  Visit Cahokia Mounds (UNESCO World Heritage site)  Book Discuss
15	16	17	18	19	20	21
Site visit Worship in Jacob's Well & Shawnee KS COTN (emergent & four-fold worship)  Site Visit Worship at Church of the Resurrection (affluent populations)  Book Discuss	Site Visit: Hispanic population & University of Missouri (Kansas City) (postmodern populations)  NTS Visit  Book Discuss	Site visit Interview with COTR children's pastor (ministry to children of affluence)  Site visit Interview former missionary to China  Visit Chinese Church  Book Discuss	Site visit Hindu Temple (ministry among Indian population)  Site visit Nelson Adkins Art Museum (reflect on East Asian religious art)  Meet with local MVNU alumni  Book Discuss	Site Visit  RLDS center and Oakland UMC (ministry among rural populations & religious sects)	Site visit Steele's bookstore  Site visit GMC & NTS (Nazarene global ministry & education)  Site Visit Interview pastor in Midtown (ministry among alternative lifestyles) Book Discuss	Site visit Book Discuss  Travel Day to Chicago  Site Visits Interview house church pastors in Chicago (ministry among immigrants)  Book Discuss

22	20	21	22	23	24	25
Site visit Toledo Salvation Army  Site Visit Islamic Center of Greater Toledo  Return to Mt Vernon	<b>Trip Journal            Due</b>		<b>Transferable            Concept            Paper            Due</b>			