



**Cross Cultural Field Experience – Go Encounter Trips  
HUM 2010 – Global Encounter Syllabus**

**Course Description**

The Cross-Cultural Field Experience (CCFE) is a part of the Grace Core, a set of general education courses required for Grace undergraduates. Through this first-hand experience, students will have the opportunity to engage in a culture (i.e. ethnicities or nationalities) other than their own and to master five interrelated cross-cultural skills.

Students who select the HUM 2010 Go Encounter Trip option to fulfill their CCFE requirement choose from a number of international and domestic trips, organized and administered through Grace College's Institute for Global Studies.

**Course Learning Objectives**

- a. Student is able to demonstrate humility in approaching a new culture and/or experience.
- b. Student is able to respectfully engage, ask questions, and converse with people of a different ethnic or national background.
- c. Student is able to critique his/her own instinctive response to cultural difference and imagine a cultural representative's perspective.
- d. Student is able to examine another culture deeply to debunk common stereotypes, preconceived notions, and myths about that particular culture.
- e. Student is able to examine him/herself in regard to a different culture/situation and think deeply about their own presumptions and their own cultural values and beliefs.
- f. Student is able to express appreciation for various aspects of the culture they encounter, such as history, art, traditions, etc.

### Go Encounter Requirements (in order to receive the CCFE credit, all following requirements must be completed):

1. Leaders will host at least **three meetings** prior to departure. Students must attend at least two meetings – no exceptions. Leaders will communicate dates & times to their trip participants. Leaders are encouraged to have students do a little bit of research about the culture they are expecting to encounter and share with the team.
2. **Required assignments** prior to departure:
  - a. The leader, in discussion with the Program Coordinator of the Institute for Global Studies, may choose a book or other resources for their team to read. A book can be chosen from this list or the leader can choose a reading that is more relevant to their trip in discussion with the Institute for Global Studies. Students will read the book by December 5<sup>th</sup> (December trips), Feb. 15 (Spring trips), or May 1 (Summer trips). **The trip leader will assess their reading completion and comprehension through small group discussion, reading response papers, and/or book quizzes.** Books will be ordered for students through the campus bookstore.
    - Recommended choices for required reading:
      - Barlow, Julie and Jean-Benoît Nadeau. *The Bonjour Effect*. St. Martin's Griffin, 2016.
      - Batstone, David B. *Not for Sale*. HarperSanFrancisco, 2007.
      - Corbett, Steve and Brian Fikkert. *When Helping Hurts*. Moody Publishers, 2009.
      - Emerson, Michael O and Christian Smith. *Divided by Faith*. Oxford University Press, 2000.
      - Emerson, Michael O and Christian Smith. *Divided By Faith*. Oxford University Press, 2000.
      - Greer, Peter. *The Spiritual Danger of Doing Good*.
      - Juster, Daniel. *Passion for Israel*. Messianic Jewish Publishers, 2012.
      - Livermore, David A. *Cultural Intelligence*. Baker Academic, 2009.
      - Livermore, David A. *Serving with Eyes Wide Open*. Baker Books, 2006.
      - Lupton, Robert D. *Toxic Charity*. HarperOne, 2011.
      - Peck, Royal. *Seeing Rome and Christian Italy*. Redmond: Reclaimed Publishing, 2012.
      - Platt, Polly. *French or Foe?* Culture Crossings, 2003.
      - Um, Stephen T and Justin Buzzard. *Why Cities Matter*. Crossway, 2013.
3. **Daily on-site debriefing:** Trip leaders and student leaders will facilitate daily debriefing (see Trip Leader Roles Job Description).
4. **Reflective Writing:** The student will receive a journal to take notes throughout their Go Encounter trip. They will then complete a written assignment based on the journal, which will be graded through Credit/No Credit system. The assignment, with prompts, will be provided on Canvas, and must be completed within a week of returning from the Go Encounter trip.

## CRITERIA

### Skills

- A. **Empathy:** Interpret intercultural experience from the own perspective and perspective of more than one worldview and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.
- B. **Verbal and nonverbal communication:** Articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and able to skillfully negotiate a shared understanding based on those differences.
- C. **Articulate insights into own cultural rules and biases** (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
- D. **Demonstrate sophisticated understanding** of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- E. **Incorporate thoughts from intentional discussion with people from a different ethnic or national background**, and what you gained from those discussions. One way to do this would be to ask directive questions.

Here are examples of questions you may use:

- What are your primary values in life? Is it family? Is it career?
- What happens to us after death?
- How do we know what is right or wrong?
- How do you see me and my culture? (resist being defensive or offended)
- What is strange and foreign about me? (resist being defensive or offended)
- Why do you celebrate this particular holiday?
- Why do you have this particular tradition?
- How do you think the world was made?
- What are some of your proverbs, popular sayings? (What values are revealed through the saying?)

### Attitudes

- A. **Curiosity:** Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
- B. **Openness:** Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.

Example of **UNACCEPTABLE** statements in the reflection paper: “When we finally arrived in the village outside of Nairobi after a very long bus ride, about six hours, I was covered in mud and dirt. The people don’t seem to mind, though, and all the children came running towards the van. They touched my long hair a lot, and kept asking for candy. We gave out vitamins. It was a long trip, but I am happy. There are lots of mosquitos, but I am thankful for mosquito nets...”

Example of ACCEPTABLE statements in the reflection paper: “We arrived at a village where the people live in huts made of mud and hay. I asked through an interpreter and lots of hand motions why they do not grow their hair out. I think the interpreter said that it was because they were told it attracts bugs. I never thought about that as they don’t seem to have regular showers, nor running water. I also wonder if they are used to ‘white’ people giving them candy, and how that affects their perception of me and themselves...”

**Grading Rubric for Reflective Writing:**

Credit = Excellent work	NO credit = Unsatisfactory Work
Demonstrates strong insights and a clear evidence of intentional discussion and immersion.	Demonstrates a lack of discussion and engagement in immersive experiences.
Shows willingness to reconsider own assumptions and cultural norms, and to seek to understand the values of a different cultural group.	Shows a judgmental or dismissive attitude towards a different culture, and/or does not evaluate own assumptions.
Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding and own points of view.	Does not synthesize connections among experiences outside of the formal classroom to deepen understanding and points of view.
Adapts and applies a deep understanding of worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Does not adapt and apply a deep understanding of worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
Uses language that communicates a well-organized response with clarity and fluency.	Uses language that impedes communication including prose that is hard to follow and understand.
The response follows MLA format (name, prof, subject and date in the left-hand corner), is minimum <b>2 pages</b> double-spaced, and exhibits little to no grammatical, spelling, and punctuation errors.	The response does not follow the MLA format, is not within the page limit, and there are many distractions due to grammatical, spelling, and punctuation errors.

**Assignment Due dates:**

- Required reading must be completed by February 15<sup>th</sup> for Spring trips or May 1<sup>st</sup> for Summer trips (unless otherwise noted by the trip leader).
- Two-page reflection paper must be turned in or emailed to leader **1 week** after the return of the trip.
- Trip leaders will ultimately have control of assignment due dates.

**Final Grade**

To receive a final grade of “Credit” a student must participate in all aspects of the Go Encounter trip, and must receive a grade of “credit” on both the reflection papers and the journals. All papers must be turned in on time. Students will be required to rewrite any paper that does not receive credit, and must do so in a timely fashion.

**Academic Integrity**

Academic dishonesty—in all forms—is a serious violation of academic integrity, Grace’s community standards for scholarship and behavior, and Christian morality. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, falsifying or fabricating data, stealing or interfering with another student’s work, and submitting substantial portions of the same work for more than one course without prior consent from the instructor. Violations of the Academic Integrity Policy will result in proportional consequences, which include but are not limited to, failure of the assignment, course grade reduction, and failure of the course, as stated in the course syllabus. See the complete Academic Integrity Policy found in the Academic Policies Manual for more details.

### **Statement on Disabilities**

Your experience in this class is important. If you have already established accommodations with Student Disabilities Services (SDS) please communicate your approved accommodations to me as soon as possible so we can discuss your needs in this course. If you have not yet established services through SDS, but have a temporary health condition or permanent disability that requires accommodations (conditions including but not limited to, attention, health, hearing, learning, mobility, physical, psychiatric, or vision), please contact Connie Burkholder, Coordinator of Student Disabilities Services at x6423, via email at [burkhoc@grace.edu](mailto:burkhoc@grace.edu) or stop by the Morgan Library room 203. SDS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and SDS. Grace College and Seminary value diverse types of learners and is committed to ensuring inclusive and accessible learning environments consistent with federal and state law.

### **Writing Lab**

Free writing assistance is available on the first floor of the Morgan Library-Learning Center. The writing tutors are there to help you succeed! They can assist you in the organization of papers, sentence and paragraph structure, grammar, punctuation, spelling, documentation of research, and building your knowledge and confidence in writing. Writing tutors are available for appointments ([writinglab@grace.edu](mailto:writinglab@grace.edu)) or during walk-in hours. For hours and more information, see <http://libguides.grace.edu/writinglab>.

### **Nondiscrimination and Equal Opportunity Policy**

The Office of Civil Rights makes it clear that sexual violence and harassment are civil rights offenses subject to the same kind of accountability and support applied to offenses against other protected categories such as race, disability, and national origin. Because we care about the health and safety of our students, if you or someone you know at Grace has been harassed or assaulted, please contact the Title IX Coordinator, Carrie Yocum (574-372-5100 x6491, [yocumca@grace.edu](mailto:yocumca@grace.edu), McClain 102). You can find additional resources about Grace's counseling center [here](#) and Grace's Nondiscrimination and Equal Opportunity Policy [here](#).