

Course ID:	Course Title:	Winter 2018
ICS 499	Intercultural Studies Capstone - Directed Study	Prerequisite: FE 360a/b (onSite)
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	W, F	Instructor:	Professor Singh	First day of classes:	Fri., Jan 5, 2018
Time:	1:00 – 2:15pm	Email:	Jennifer.Singh@ambrose.edu	Last day to add/drop, or change to audit:	Sun., Jan. 14, 2018
Room:	A2141	Phone:	(403) 410 2000 ext. 6922	Last day to request revised exam:	Mon., Mar. 5, 2018
		Office:	A2050	Last day to withdraw from course:	Fri, Mar. 16, 2018
		Office Hours:	<u>Wednesday</u> 11:00am - 1:00pm <u>Friday</u> 11:00am - 2:00pm	Last day to apply for coursework extension:	Mon., Mar. 26, 2018
				Last day of classes:	Wed., April 11, 2018

Course Description

An integrative capstone seminar that serves as an occasion for graduating student to integrate and consolidate the various dimensions of their Intercultural Ministries program. In the seminar, students will explore the pragmatic application of their fields of knowledge, the ways this can lead to vocation and service in the world community, as well as their transition to further ministry. Restricted to students in the BTh (ICM) program in their final year of study.

Expected Learning Outcomes

By the end of this directed study, it is expected that the student will be able to:

1. **Understand** some of the discourses that inform cross-cultural engagement, including organizational development, with particular reference to the health and retention of cross-cultural workers.
2. **Critically and Theologically Reflect** on some of her OnSite experiences and think through how some of these learnings can be applied to the theology of mission in a practical way.
3. **Integrate** her OnSite experience into her current lived reality in Calgary through contextualizing some of the key learnings from her time in Mexico in a classroom format with other ministry students.
4. **Develop** attitudinal, intellectual, and spiritual dispositions that enable the student to continue integrating her overseas experience with the future trajectory of her life, and cultivate a prophetic posture toward the current culture she finds herself within.

Textbooks

Mitchell, Bob, *Faith Based Development: How Christian Organizations Can Make A Difference* (2017)

Brueggemann, Walter, *The Prophetic Imagination* (2001)

Please bring a modern translation of the Bible to every class, such as NIV, NASB, NRSV, ESV, or NKJV (no paraphrases such as the Living Bible or The Message).

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. **All assignments must be handed-in, even if they are late, in order to pass the class.**

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Cultural Film Review

DUE: February 23, 2018 (25% of final grade)

The student will be required to watch two feature films of her choosing, that portray Mexican culture, and write a paper that does not exceed 2500 words which discusses the following:

- Give a brief overview of the main plot line of each film and explain what you perceive to be the main crisis point in both of the films
- Explain the various ways in which Mexican culture is portrayed in the films and evaluate the extent to which you think these films give an accurate picture of Mexican culture as you experienced it during your OnSite experience. In your explanation, please refer to three specific scenes from each movie - so choose six scenes in total and discuss if/how you think these scenes depict Mexican culture and if not, why

- What Biblical stories, come to mind for you as you reflect on this movie? Please choose two Biblical stories (one per film) and explain:
 - a) the Biblical story
 - b) three parallels that you have identified between the film and the Biblical story you have chosen
 - c) discuss how you would use these films with a group of Mexican Christians to help contextualize the Biblical stories you have chosen

Potential Films Include

- Coco
- Frida
- The Violin
- Like Water for Chocolate
- Selena

2. Teaching Assignment

DUE: MARCH 9 (25% of final mark)

The student will teach a 75-minute class of the Intercultural Competence class (ICS 205) that is occurring during the Winter Term. The student will be evaluated on her class plan, resources used for the class, and her performance during the class. The student will be required to do the following:

- **Class Plan:** Prepare a 40-45 minute lecture that discusses the topic of non-verbal communication in the context of Mexican culture that clearly states the objectives for each component of the class. The lecture must be written down bullet points highlighting the main components to be covered in each section of the lecture (do not need full prose for the entire lecture), along with an explanation of the objectives for the class, and submitted to Professor Singh at the beginning of the class before the student starts teaching
- **Powerpoint Presentation:** Prepare a Powerpoint presentation that accompanies the lecture component of the class
- **Film/Documentary Component:** Select a 3-5 minute clip from a film or documentary that helps to highlight a major point in your lecture – this can be incorporated into the Powerpoint presentation
- **Interactive Component:** Develop and execute an interactive activity and/or case study that engages the entire class for approximately 15-20 minutes of the class
- **Facilitation component:** The student will facilitate a 10-minute question and answer period at the end of the class in an engaging, creative, and interactive manner

The student will be evaluated on the quality of their class plan, the delivery of content during the class, the extent to which the class was involved and engaged throughout the class. A marking rubric for this assignment will be posted to Moodle.

3. Training Manual

DUE: APRIL 18 (50% of final grade)

The student will create a general training manual for a particular organization of her choosing that operates within Mexico. The manual will focus on preparing mid-term volunteers from outside of Mexico to serve within organizations providing assistance to vulnerable populations, particularly women at risk of exploitation and abuse. The manual will have a multi-pronged focus in that the main audiences for the manual will be: a) a local mobilization organization facilitating volunteer opportunities with local Non-Governmental Organizations; b) a local Non-Governmental Organization working with vulnerable women; and c) the volunteers themselves. This manual will seek to address some of the gaps that the students perceived and experienced during her OnSite experience, particularly:

- How local organizations receiving medium-term volunteers, integrate these volunteers into meaningful and functional roles during their remit that increase the sustainability of the local organization and do not create dependency on foreign volunteers to fulfil those roles?
- Best-practices that optimize the contribution that medium-term volunteers can provide to the overall mission, vision, and organizational culture of a local, Non-Governmental Organization and positively impact the spirit of volunteerism within the volunteer
- The prevalence of burn-out and its impacts on both the volunteer and the local organization they have been sent to serve with
- Leadership changes within local organizations, the impact these have on the overall effectiveness of the organization, and the ways in which some of the negative outcomes of leadership changes can be mitigated and prevented

The main goal of this manual is for the student to wrestle with and make sense of the under-utilization of volunteers that she both witnessed and experienced at times during her OnSite experience. As such, this manual will attempt to provide a systematic approach for both a mobilisation and local Non-Governmental Organizations to follow when recruiting, training, integrating, and debriefing medium-term foreign volunteers within their organizations. The student will present this manual to the main organizations she chooses as her main audiences in the hope that this manual becomes a 'living document' that is used in the context of Mexico, and even beyond. The student will be required to read into the following discourses as she develops the manual: Christian relief and development; organizational development; cross-cultural integration; and human-trafficking and prostitution (the vulnerable population the student worked amongst while in Mexico). Professor Singh will work with the student to identify appropriate books and articles to read, and to map out the main contours of the manual.

The manual will be roughly divided into five main sections that are identified by the student and Professor Singh (the main gaps the manual seeks to address) and each section will require the following:

- Written content that incorporates some of the secondary literature she has examined
- Interactive component for the readers that invites questions by the participants, activities they can participate in, and way of integrating the content into their lived experiences
- Theological integration where readers are invited into a series of questions at the end of each section of the manual that bring Biblical and theological principles to bear on the main topic discussed in that particular section
- Liturgical competent that brings each section to conclusion through a written prayer, hymn or other means as identified by the student

The student will be required to show their progress on each section on the following dates:

- Section 1: February 7
- Section 2: February 28
- Section 3: March 14
- Section 4: March 28
- Section 5: April 11

Assessment Summary

Cultural Film Review	25%
Teaching Assignment	25%
Training Manual	50%

Grading Summary

Letter Grade	Numerical Equivalents	Description
A+	95-100	Excellent
A	90-94	
A-	86-89	
B+	80-85	Good
B	76-79	
B-	73-75	
C+	70-72	Satisfactory
C	66-69	
C-	63-65	
D+	60-62	Minimal Pass
D	55-59	
D-	50-54	Failure
F	0-49	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or

voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class.

Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters.

All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.