CALVARY UNIVERSITY

Syllabus

15800 Calvary Road
Kansas City, MO 64147-1341

Course: **IC-336 T(N) Intercultural Communication & Evangelism**
Credit: 3 Semester Hours
Semester: Fall 2024, (8/19-12/13)
Time: Tuesday / Thursday 9:30-10:50; CABRE 100; Online through Canvas/Teams
Instructor: Dr. Joshua Paxton, Joshua.paxton@calvary.edu,
816-322-5152 ext.1353 (office)
(816)679-9387 (cell), Office: CABRE 108

I.   DESCRIPTION

Designed to equip the Christian worker in an intercultural context, this course will focus on understanding cultural differences and cross-cultural communication, with a view to effectively sharing the gospel. Importance is placed on recognizing the spectrum of cultural differences and the dimensions of intercultural communication with an emphasis on the process of becoming effective in intercultural studies and evangelism.

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.

II.   OBJECTIVES

A. General competencies to be achieved. The student will:

1. Understand the continuum of cultural variations. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Understand the concepts of communication in an intercultural context. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Understand the variety of cultural differences. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
4. Understand the phenomenon of explaining the Gospel to someone with a different worldview. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
5. Understand how preconceptions influence the issues covered in a presentation of the gospel message. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
6. Be exposed intellectually to belief systems other than historic Protestant Christianity. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)

B. Specific competencies to be achieved. The student will:

1. Understand cultural differences along the spectrum of cultural variations. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
2. Note hidden differences in the nonverbal language of culture. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
3. Articulate the dimensions of communication within the diverse global village. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

4. Develop cultural intelligence to engage in a multicultural world. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
5. Describe how the gospel message makes its appeal to shame, guilt, and fear based cultures. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
6. Differentiate between a presentation of the gospel to those conversant with the Scriptures and those who are not. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6, 7)
7. Gain real-world experience in presenting the gospel message to a culture other than the students own. (PLO 1, 2, 3, 4, 5) (A 4, 5)

III.   REQUIREMENTS

1. Read through **all** of <u>Lingenfelter</u> according to the tentative Schedule. This reading is to be reported in Canvas when entirely completed as listed in the tentative schedule.

2. Read **Parts 1-6** of <u>Hesselgrave</u>. This reading is to be reported in Canvas according to the tentative schedule. It will be necessary to do this reading in parts in order answer the study questions.

3. **Study Questions**

   Answer the included study questions and submit them in Canvas according to the tentative schedule. **Does not** need to be in Turabian.

4. **Cultural Interest Paper**

   Choose one people group whose culture is of particular interest to you (and different from your own). Approval must be received from the professor before beginning research. Since this is a 300 level course in the Intercultural Studies degree it would be wise to think about a culture that you see yourself serving amongst following graduation.
   a. Write a 10 page paper in which you examine the various aspects of this people group's culture including:
      i. Worldview
      ii. Cognitive processes
      iii. Language
      iv. Behavior
      v. Tensions regarding: time, judgement, handling crises, goals, self worth, and vulnerability.
      vi. In-roads for communicating the Gospel
   b. Demographics should also be noted.
   c. Include also your personal interaction with these various aspects of the culture. What will be easy for you to handle, what will you struggle with, how will you communicate Christ within the context of this culture?
   d. This paper will be due two weeks after class ends.
   e. This paper builds on research already done in Cultural Anthropology.

5. **Worldview Paper**

Choose one of the worldviews that Hesselgrave covers in part three of Communicating Christ Cross-Culturally.
a. Write a 5 page paper in which you evaluate the worldview as compared with your own.
b. Explain how you would communicate Biblical truth into this worldview. What hinders people with this worldview from understanding the Gospel? What aspects of this worldview will help you explain the Gospel?

6. **Exam**

There will be a midterm and a final exam. These exams will be taken through Canvas and are open notes and open book.

7. **Participation**

Participation in class discussions is a vital part of the learning process. During each class period a discussion question will be given that the student is expected to go to Canvas, find the appropriate discussion forum for that class period and answer the question. Students will be unable to see their classmates posts until the answer themselves. This assignment is graded.

IV. **METHODS**

A. **In-class methods:** listening to lectures, participating in class discussions, writing, and taking tests.

B. **Out-of-class methods:** reading, writing, research, and studying for tests.

1. **Grading:**
                                                      Points
   1. Lingenfelter Reading……………………………..100
   2. Hesselgrave Reading…………………………..…100
   3. Study Questions……………………………………200
   4. Cultural Interest Paper………………………..100
   5. Worldview Paper…………………………………100
   6. Midterm……………………………………………..100
   7. Final…………………………………………………..100
   8. Participation…………………………………………200

                    Total = 1000 Points

2. "See Grading Scale in university catalog"

C. The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

D. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Unless otherwise indicated book reports and study questions may be in non-research format, interviews and other research papers should be in research paper format. A copy of the Turabian Style Guide is available on the Clark Academic Center page of Calvary's website.

E. Late Assignments: Assignments will be penalized according to the professor's late policy as explained in Canvas.

F. Plagiarism: Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. *Any assignment that includes plagiarism will receive a zero (0) grade. Students should note that papers will be submitted in Canvas via "Turn-It-In". This program automatically gives the students work a plagiarism score, students should strive for a score less than 20.*

G. Disabilities: Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support

H. The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

I. Attendance Policy – Calvary has no official attendance policy, the attendance policy of the professor will be explained in class and in Canvas.

V. MATERIALS

A. Required

The Bible (Instructor will use ESV)

David A. Livermore. 2009. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids: Baker Academic. ISBN – 13:978-0801035890. (Retail $12.50, Kindle $9.75)

David J Hesselgrave. 1991. *Communicating Christ Cross-Culturally: An Introduction to Missionary Communication, 2nd Edition.* Grand Rapids: Zondervan. ISBN – 13:978-0310368113. (Retail $25.99, Kindle: NA)

Sherwood G. Lingenfelter and Marvin K. Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships, 2nd Edition*. Grand Rapids: Baker Academic. ISBN – 13:978-0801026478 (Retail $14.99, Kindle $9.99)

VI.   TENTATIVE CLASS SCHEDULE

A schedule will be posted in Canvas prior to the start of class

VI. Study Questions

Questions 1

<u>Hesselgrave</u>
1. What are the dangers of reductionism?
2. What is the focus of this book and summarily this class?
3. What does Hesselgrave say is fundamental to human beings?
4. What is it that unbelievers do not understand regarding communication/
5. How is communication to be defined?
6. Where is meaning to be found?
7. What are the eight levels of meaning?
8. Why DO missionaries communicate the Gospel?
9. Who ultimately controls the acceptance of the Gospel?
10. How does Hesselgrave sum up missionary communication?

<u>Lingenfelter</u>
1. What is the incarnation?
2. What are the significant facts about the incarnation that are relevant for the current topic?
3. How long did Christ prepare before he began his public ministry?
4. What does Lingenfelter mean by saying that Christ was a 200 percent person?
5. How does Lingenfelter define culture?
6. Based on what Lingenfelter shares regarding Muslims (Moslem) on pg 18, how would you design a culturally sensitive worship service?
7. What does Lingenfelter mean by the term enculturation?
8. What is personal culture? Is it similar to the concept of worldview?
9. What is shared culture?
10. How do we truly reach people who have different cultural values then our own?

Questions 2

<u>Hesselgrave</u>
1. What is the most formidable barrier to missionary communication?
2. What are the characteristics of culture?
3. Explain the three cultural model of missionary communication.
4. Which view of the relationship between Christ and Culture does Hesselgrave agree with?
5. What does it mean to have a 'high view' of culture?
6. What is a correct view of cultural relativism?
7. What is contextualization?
8. What is the chief danger involved in contextualization?
9. Do most people in the world know what a sinner is? Why or why not?
10. Who has the last word in any communication situation?

<u>Lingenfelter</u>
1. What is the tension regarding time?
2. What is important to time oriented cultures?
3. What is important to event oriented cultures?
4. What is a biblical perspective on time vs. event orientation?
5. What is the implication for cross-cultural ministry regarding time/event orientation?
6. Describe Dichotomistic thinking.
7. Describe Holistic thinking.

8. What appears to have been Jesus' thinking style?
9. What are the implications for cross-cultural ministry regarding thinking?
10. What is the "biggest problem" that Lingenfelter points out on page 64?

Questions 3

Hesselgrave
1. Explain the concept of a worldview.
2. What is the best way to teach divine truth?
3. What are the three ways in which Christians can communicate Christ into a non-Christian worldview?
4. How do you communicate Christ into a Naturalist worldview?
5. How do you communicate Christ into a Tribal worldview?
6. How do you communicate Christ into a Hindu worldview?
7. How do you communicate Christ into a Buddhist worldview?
8. How do you communicate Christ into a Chinese worldview?
9. How do you communicate Christ into a monotheistic worldview?
10. How do you communicate Christ into a worldview of multireligion?

Lingenfelter
1. Describe a crises orientation.
2. Describe a non-crises orientation.
3. How do these different orientations affect people in their everyday lives?
4. How does the example with the pilot illustrate this issue? Where the Yapese at fault?
5. What is the biblical perspective and how do we apply it to ministry?
6. Describe task orientation.
7. Describe person orientation.
8. What problems exist for task oriented missionaries in person oriented societies?
9. What problems exist for person oriented missionaries in task oriented societies?
10. What is the example of Christ? How do you find balance?

Questions 4

Hesselgrave
1. Hesselgrave states that if we expect the Holy Spirit to do his homework than what should we be doing?
2. What role does culture play in how people think?
3. What is the difference between Occidental and Oriental thinking?
4. What is intuitional thinking?
5. What is the difference between Western and Indian thinking?
6. How do we communicate Christ to those with intuitional thinking?
7. What is concrete relational thinking?
8. What complicates Chinese thinking beyond just being concrete relational?
9. How do we communicate Christ to those with concrete relational thinking?
10. How important is it to understand the way different cultures think and approach new information?

Lingenfelter
1. What is a status focus in a society?
2. What is an achievement focus in a society?
3. Where is true self-worth found?
4. How do we minister to those in a status focused society?
5. How do we minister to those in an achievement focused society?

6. What is the tension involved in vulnerability?
7. What is the biblical perspective regarding vulnerability?
8. What course did Lingenfelter have to take in confronting the Yapese?
9. How do we as ministers of the Gospel handle the issue of vulnerability?
10. How can we hurt our ministry by not understanding this issue?

Questions 5

Hesselgrave
1. How important is language as shown in the illustrations given by Hesselgrave?
2. When as missionaries we find nationals who speak English have we solved the language problem? Why or Why not?
3. Why is it important to learn the language of those you are trying to reach?
4. What are the five basic aspects for understanding language?
5. What are the four stages in the learning process of learning a language?
6. What is the Sapir-Whorf hypothesis?
7. How are language and culture interrelated?
8. What role can language play in receptivity to the Gospel?

Lingenfelter
1. What does Lingenfelter describe as a major purpose of culture?
2. What are the keys for successful personal relationships in ministry?
3. How does an incarnational view of ministry apply to the cultural values of others?
4. How do we begin the process of incarnation?
5. What is the second step in the incarnation process?
6. What implications does the incarnational model have for ministering to immigrants in our own country?
7. What example do we see in Paul regarding incarnational ministry?

Questions 6

Hesselgrave
1. How significant is non-verbal communication to sharing the Gospel?
2. How much of culture is conferred on an informal level by imitation and models?
3. What are the seven aspects of the behavioral dimension of cross-cultural communication?
4. What is the missionaries threefold responsibility in regards to behavior?
5. Hesselgrave says the missions of the church is built first of all on what? Why?
6. How does body language affect cross-cultural communication?
7. What is the role of "touching behavior" and "space" to cross-cultural communication?
8. What is paralanguage and what impact does it have on cross-cultural communication?
9. How important should privacy be to a missionary?
10. Compare this section to what we have already discussed throughout Lingenfelter's book, do they agree?

Livermore
1. Take the online CQ Assessment and bring the results to class.