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WM5210DC
Cross-cultural Communications/3hrs
Fall 2020
8AM-4PM, FR/SA
8/28-29; 10/23-24; 12/5

WM5210 INTERCULTURAL COMMUNICATIONS SYLLABUS

I. COURSE DESCRIPTION

The development and assessment of a theoretical model of intercultural communication and an exploration of communication strategies for creating understanding interculturally. *3 hours*

II. COURSE OBJECTIVES

A. Cognitive Objectives

- You will understand the challenges to and principles of cross-cultural communication such that you state principles for effectively connecting and communicating with people of other cultures and explain how cultural differences can contribute to the possibility of misunderstanding in intercultural situations.

B. Cognitive and Behavioral Objectives

- You will be able to identify the unique communication challenges for communicating with a select people group such that you can state those challenges and propose strategies to effectively communicate with them.
- You will be better equipped to evaluate cultural differences between yourself and another culture such that you can anticipate both the specific areas of misunderstanding and the behavioral and communicative changes you would need to make to relate and clearly communicate with that culture.

C. Affective and Behavioral Objectives

- You will embrace the principles of cross-cultural communication such that you will become more receptor-oriented in cross-cultural settings, more sensitive to issues of form and meaning in your own and in cross-cultural settings, more sensitive to context, and more effectively present yourself and minister in cross-cultural settings.
- You will be better equipped to understand, communicate with and minister among people from cultures other than your own such that you will see your confidence and skills improve in an anticipated cross-cultural ministry experience.

III. TEXTBOOKS

Note on textbooks: Full-scale textbooks on cross-cultural communication are generally very expensive, and I have not found a single text that adequately covers the topics we will study for this course. Rather than require several expensive textbooks (which you may never use again), the required texts for this are popular applications of cross-cultural communication theory, written by believers, which you should find useful in coming years of ministry. Some additional foundational reading for the course will come from other books, which are on reserve in the library. These books are listed as *recommended* books for you to buy. For those interested in purchasing some of these books, I will annotate them below so you can determine which will be more useful for you in future years. The cheapest, legal way for you to have your own copies of the readings from the books you do not buy is to *make your own, single copy of the required reading* and, essentially, assemble your own reader. This way you will have the convenience of having your own copy of the readings at the most affordable cost.

A. Required

- Elmer, Duane. 2002. *Cross-Cultural Connections: Stepping Out and Fitting In Around the World*. Downers Grove, IL: InterVarsity Press.
- Lingenfelter, Sherwood G. and Marvin K. Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships, 2nd edition*. Grand Rapids: Baker.
- Livermore, David. 2009. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids, MI: Baker.
- Moreau, A. Scott. 2014. *Effective Intercultural Communication: a Christian perspective*. Grand Rapids, MI: Baker Academic.

B. Suggested (all on reserve)

- Kraft, Charles H. 1991. *Communication Theory for Christian Witness. Revised Edition*. Maryknoll, NY: Orbis Books. Very good study of communication theory from a Christian perspective. Not explicitly about cross-cultural communication.
- Hiebert, Paul. 1985. *Anthropological Insights for Missionaries*. Grand Rapids, MI: Baker Book House. Outstanding application of anthropological theory for use in Christian missions. **I highly recommend this for its long-term usefulness in cross-cultural ministry.**
- Samovar, Larry A., Richard E. Porter & Erwin R. McDaniel. 2007. *Communication Between Cultures, 6th Edition*. Belmont, CA: Wadsworth Publishing Co. Thorough textbook approach to intercultural communication from a secular perspective. The entire book is useful, but much of it overlaps with other readings I have chosen to assign, and some of it covers areas that we will not study in this course. We will read about a third of this book. Older editions may be obtained at cheaper prices and are essentially the same.
- Samovar, Larry A. & Richard Porter, Eds. 2009. *Intercultural Communication: A Reader, 12th Edition*. Belmont, CA: Wadsworth Publishing Co. Excellent collection of essays on intercultural communications, and a supplement to the above book by Samovar. While almost all of the essays are very good, most are specific applications of communication theory and so deal with topics we do not have time to cover in this course.

C. Reserve (some additional readings are from some of these books)

- Bennett, Milton J. 1998. *Basic Concepts of Intercultural Communication: Selected Readings*. Yarmouth, Maine: Intercultural Press. Good collection of essays on intercultural communication.
- Hesselgrave, David. 1978. *Communicating Christ Cross-Culturally*. Grand Rapids, MI: Zondervan. Older, but still useful.
- Hiebert, Paul. 1994. *Anthropological Reflections on Missiological Issues*. Grand Rapids, MI: Baker. Very good, mature reflections. More theoretical in places than some of Hiebert's other work.
- McKinney, Carol V. 2000. *Globe-Trotting in Sandals: A Field Guide to Cultural Research*. Dallas: TX, SIL. Good practical guide to many areas of cultural research.

Ott, Craig and Stephen Strauss. 2010. *Encountering Theology of Mission*. Grand Rapids, MI: Baker. We will read only one chapter from this book to give us an overview of contextualization.

IV. COURSE REQUIREMENTS

Refer to *VII. Assignment Schedule* for due dates on all reading and written assignments.

A. Reading and Class Participation

Reading will be assigned for each class period, and class discussion will be based on the reading. Reading must be completed before the start of the class period to be considered “on time.” If you complete a percentage of the reading “on time,” list the percentage in the “on time” column. The professor reserves the right to lower the overall reading grade if students consistently report that they have completed the reading but are unprepared for class discussion. Readings completed “late” will be worth 1/3 of the “on time” grade.

In addition, you will read *Ministering Cross-Culturally* by Sherwood Lingenfelter and Marvin Mayers and complete an assignment on it (see “C” below). **Lingenfelter reading due: Sept 25, 2020**

In addition, the professor may occasionally assign brief written reflections on the readings or additional cultural observation and/or activity assignments that will be included in the reading grade.

B. Paper on Principles of Intercultural Communication

You will complete a two-part paper on “Ten Principles for Effective Intercultural Communication.” The paper will be based on reading and class discussion. By formulating concise principles you will need to comprehend and synthesize a wide range of information about intercultural communication.

The paper should:

- 1) Be well written in an academic style with appropriate bibliography.
- 2) Demonstrate interaction with significant research in the field.
- 3) Provide an explanation of the meaning and significance of each of the ten principles that demonstrates an understanding of the interpersonal and cultural phenomena in intercultural communication
- 4) Provide theological reflection on each principle that demonstrates the biblical legitimacy of that principle.

The paper will be submitted in one part, (see *VII. Assignment Schedule* for due dates). The total paper shall be 2500-3000 words. The paper will be graded on comprehensive coverage of the material and depth of reflection. You may choose to complete the paper as a **group project**; groups may contain up to four students. The first half of the paper should cover the first five principles should cover class discussion. **Due: Nov 21, 2020**

C. Lingenfelter “Model of Basic Values” Comparison

Complete the “Model of Basic Values” Questionnaire in chapter 2 of Sherwood Lingenfelter’s *Ministering Cross-Culturally, 2nd edition* for yourself. In addition, a member or members of your study group for assignment D (below) will give the survey to at least one person from the people group you are profiling for that assignment. Each member of your group is encouraged to do an

individual interview, but only one interview per group is required. Plot your own results and the results of your interviewee(s) on a single chart, as illustrated on p. 34 of Lingenfelter.

Finally, reflect on what kind of cultural awareness you would need to have and/or adjustments you would have to make in each of the six value areas to minister in the culture from which your group's interviewee(s) have come. Write one paragraph summarizing your reflections in each area of value. Your paragraphs should demonstrate awareness of the cross-cultural issues discussed in class and in Lingenfelter's book. Feel free to discuss what you have learned with other members of your study group, but *each individual* in the group should complete the evaluative paragraphs and turn them in as an individual assignment. You will turn in the reflective paragraphs and the chart summarizing the values of you and your interviewee(s). **Due: Oct 24, 2020**

D. Communication Profile of Designated People Group

In order to gain experience in identifying the cultural characteristics of a specific people group that will affect intercultural communication with that group, you will complete a Communication Profile of a designated people group. This will be a **group assignment** submitted by groups of **three to five students**. The paper should be written as an orientation for someone preparing to minister to that people group. The paper will include:

- 1) A brief demographic and historical description of the people group.
- 2) Recordings and/or transcripts of typical greetings, leave takings, and one specific conversational script that would be used for common life tasks.
- 3) A description of five common nonverbal communication behaviors.
- 4) A description of five cultural values (e.g. collectivism, high context, ascribed status) that **reflect worldview and** significantly affect interpersonal relationships in the group and the communication behaviors that express these values. You may use data obtained for assignment C (above) to contribute to these descriptions.
- 5) **Suggestions for effectively communicating the gospel and engaging in discipleship among these people. Students should provide both general suggestions based on cultural values and more specific suggestions in one area of contextualization, either in the area of evangelism (e.g. ideas for sharing the gospel given this people group's culture and worldview), teaching a particular Scriptural truth (e.g. who God is, who Jesus is, the world of the spirits), or teaching one aspect of discipleship (e.g. prayer, worship, missional living, Christian marriage/parenting).**

Research for the paper must include personal conversation with representatives of the people group being profiled. Groups will demonstrate in class the conversational scripts and nonverbal communication behaviors (#2 and #3 above) from their research. **Due: Dec 12**

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

Reading and participation — 22%
Lingenfelter "Model of Basic Values" Comparison — 8%
Principles Paper — 35%
Communication Profile — 35%

B. Class Participation

Graduate level education involves significant student participation in classroom interaction. All students will be expected and encouraged to participate in classroom interaction.

C. Late Assignments

Please refer to the DTS *2009-2011 Student Handbook* 1.19 for policies related to late assignments.

D. Absences

Class attendance requirements will follow seminary guidelines as found in the *2009-2011 Student Handbook* 1.15.4. Students who are auditing and want this class to be listed on their DTS transcripts must attend 75 percent of the lectures (*Student Handbook*, 1.3.2).

E. Assignment Submission Procedures for World Missions Courses

Students may submit all completed assignments in class or at the World Missions and Intercultural Studies Department (Faculty Annex Building, open 8am-4:30pm, M-F) by placing them in the professor's in-basket located at the WMIS front desk or if allowed by the professor through e-mail. Each student will write his/her name, campus mail box number, and the course number and course name on all assignments.

F. Letter/Numerical Grade Scale

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

G. Plagiarism

“The website, Turnitin.com, defines plagiarism as ‘the use of another’s original words or ideas as though they were your own. Any time you borrow [copy] from an original source and do not give proper credit, you have committed plagiarism...’ (http://turnitin.com/research_site/e_faqs_text). Plagiarism is academically dishonest and contrary to biblical standards of integrity. Any course work involving dishonest academic practices will be graded as zero without any resubmission permitted. In each case the Office of the Dean of Students will be notified” (*2009-2011 Student Handbook* 1.16.3).

VI. COURSE SUPPLEMENTAL INFORMATION

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

VII. TOPIC DISCUSSION AND ASSIGNMENT SCHEDULE

Blue indicates titles that are subsequently referenced with acronyms (e.g. *ICR*).

Date	Discussion Topic	Assignments Due on this Day
Sep 25	Intercultural Communication and Ministry	No assignments due.
Sep 25	Barnaga!	Livermore, <i>Cultural Intelligence (CI)</i> , ch. 1
Sep 25	A Model of Culture	Samovar, Porter, Stefani, <i>Communication Between Cultures (CBC)</i> , ch. 1 Livermore, <i>CI</i> , ch. 5
Sep 25	A Model of Culture -	Ishii, Klopff, Cook, “Worldview in Intercultural Communication: A Religio-Cosmological Approach,” in Samovar and Porter’s

	cont.	<i>Intercultural Communication: A Reader 12th edition (ICR)</i> , pp. 28-35 Recommended: Livermore, <i>CI</i> , ch. 6
Sep 25	A Model of Communication	Kraft, <i>Communication Theory for Christian Witness (CTCW)</i> , chs. 3, 6-7
Sep 26	A Model of Communication – cont.	Kraft, <i>CTCW</i> , ch. 9-10
Sep 26	Culture and Communication: What’s the problem? Toward a Solution	Elmer, <i>Cross-Cultural Connections (CCC)</i> , chapter 3, pp.22-32 Livermore, <i>CI</i> , chs. 2, 11 Recommended: Livermore, <i>CI</i> , ch. 3
Sep 26	How We Order the World: Bonded & Centered Sets	Livermore, <i>CI</i> , ch. 10 Recommended: Hiebert, <i>Anthropological Reflections on Missiological Issues</i> , chapter 6, “The Category Christian in the Mission Task,” pp. 107-136 Due: Communication Profile People Group Designation
Sep 26	World Views in Conflict – Know Thyself!	Livermore, <i>CI</i> , ch.4 Recommended: Hiebert, <i>Anthropological Insights for Missionaries (AIM)</i> , ch. 5
Oct 23	How Cultural Differences Influence Communication: Intro & Overview	Samovar, Porter, Stefani, <i>Communication Between Cultures (CBC)</i> , ch. 5
Oct 23	How Cultural Differences Influence Communication	Livermore, <i>CI</i> , ch. 8 Elmer, <i>CCC</i> , chs. 13-14, 16 Read ahead in Lingenfelter
Oct 23	How Cultural Differences Influence Communication: Individualism and Collectivism	Elmer, <i>CCC</i> , chs. 15, 17
Oct 23	How Cultural Differences Influence Communication	Elmer, <i>CCC</i> , chs. 18-19
Oct 23	How Cultural Differences Influence Communication: General Wrap Up	Due: Lingenfelter, <i>Ministering Cross-Culturally</i> , completed
Oct 24	Language, Verbal Code and Meaning	Samovar, Porter, Stefani, <i>CBC</i> , ch. 6
Oct 24	Language, Verbal Code and Meaning – cont.	Livermore, <i>CI</i> , ch.7 Hiebert, <i>AIM</i> , ch. 6, pp. 148-158, (“Translation”)
Oct24	Nonverbal Code	Samovar, Porter, Stefani, <i>CBC</i> , ch.7
Oct 24	Nonverbal Code – cont.	
Oct 24	Language Acquisition	Hesselgrave, <i>Communicating Christ Cross-Culturally</i> , chs. 25-27 Carol V. McKinney, <i>Globe-Trotting in Sandals: A Field Guide to Cultural Research</i> , ch. 6, “Language Learning”
Oct 24	Introduction to Contextualization	Strauss, “Contextualization and Mission,” ch. 11, in <i>Encountering Theology of Mission</i> by Ott and Strauss
Nov 21	Form and Meaning	In <i>The Word Among Us</i> by Hiebert, “Form and Meaning in Contextualization of the Gospel,” ch. 6

Nov 21	Critical Contextualization	Hiebert, chapter 7 “Critical Contextualization” in <i>AIM</i>
Nov 21	Contextualizing the Gospel: Issues and Case Studies	TBA: short case study to read and/or short written assignment.
Nov 21		Due: Ten Principles of Intercultural Communication, part 2
Nov 21	Acculturation: Empathy	Elmer, <i>CCC</i> , chss 4-6, 8, 12 Livermore, <i>CI</i> , ch. 9
Nov 21	Acculturation	Livermore, <i>CI</i> , chs. 13-15, pp. 213-256 Recommended: Livermore, chapter 12
Dec 5	In class meeting	
Dec 12 Dec 12	Discussion and Communication Profile Presentations	Due: Present Preliminary People Group Profiles Dec. 12, 2020 Due: People Group Profiles on Saturday, Dec. 12, 2020 (Discussion)
Dec 12		Due: Reading Report due Saturday, Dec 12, 2020, by 5 p.m. in hard-copy format in class.

WM210DC Reading Report: FA20

Name: _____

Box: _____

Due by 5 p.m., Dec 12. Note: This list does not include “recommended readings” included in course schedule.

Date	Assignments Due on this Day	on time	late
Sep 25	Livermore, <i>Cultural Intelligence (CI)</i> , ch. 1		
Sep 25	Samovar, Porter, Stefani, <i>Communication Between Cultures (CBC)</i> , ch. 1.		
Sep 25	Livermore, <i>CI</i> , ch. 5		
Sep 25	Ishii, Klopff, Cook, “Worldview in Intercultural Communication” in Samovar and Porter’s <i>Intercultural Communication: A Reader 12th edition (ICR)</i> , pp. 28-35		
Sep 25	Kraft, <i>Communication Theory for Christian Witness (CTCW)</i> , chs. 3, 6-7		
Sep 26	Kraft, <i>CTCW</i> , ch. 9-10		
Sep 26	Livermore, <i>CI</i> , ch 2. Elmer, <i>Cross-Cultural Connections (CCC)</i> , ch. 3, pp. 22-32		
Sep 26	Livermore, <i>CI</i> , ch. 11		
Sep 26	Livermore, <i>CI</i> , ch. 10		
Sep 26	Livermore, <i>CI</i> , ch. 4		
Oct 23	Samovar et al, <i>Communication Between Cultures (CBC)</i> , ch. 5		
Oct 23	Livermore, <i>CI</i> , ch. 8		
“ ”	Elmer, <i>CCC</i> , chs. 13-14, 16		
Oct 23	Elmer, <i>CCC</i> , chs. 15, 17		
Oct 23	Elmer, <i>CCC</i> , chs. 18-19		
Oct 23	Lingerfelter, <i>Ministering Cross-Culturally</i> – reading completed		
Oct 24	Samovar, Porter, Stefani, <i>CBC</i> , ch. 6		
Oct 24	Livermore, <i>CI</i> , ch.7 Hiebert, <i>AIM</i> , ch. 6, pp. 148-158, “Translation”		
Oct 24	Samovar, Porter, Stefani, <i>CBC</i> , ch.7		
Oct 24	Hesselgrave, <i>Communicating Christ Cross-Culturally</i> , chs. 25-27		
“ ”	Carol V. McKinney, <i>Globe-Trotting in Sandals</i> , ch. 6, “Language Learning”		
Oct 24	Strauss, “Contextualization & Mission” in Ott & Strauss, ch. 11 in <i>Encountering Theology of Mission</i> by Ott and Strauss		
	<i>The Word Among Us</i> , “Form/Meaning in Contextualization of Gospel,” Hiebert, ch. 6		
Nov 21	Hiebert, ch. 7 “Critical Contextualization” in <i>AIM</i>		
Nov 21	Elmer, <i>CCC</i> , chs. 4-6		
“ “	Elmer, <i>CCC</i> , chs. 8, 12		
“ ”	Livermore, <i>CI</i> , ch. 9		
Nov 21	Livermore, <i>CI</i> , ch. 13		
“ “	Livermore, <i>CI</i> , ch. 14		
“ “	Livermore, <i>CI</i> , ch. 15		