FLDC7315 Intercultural Development Module (IDM)

North Park Theological Seminary
FLDC 7315
1 credit hour

Midwinter 2027
Thursday, January 21st 1-5pm, Friday January 22nd 8am-12pm
Room Location: TBA

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Each degree-seeking student is required to participate in tangible inter-cultural development experiences. Students are also encouraged to foster cross-cultural agility through ministry, curricular, co-curricular activities, and diverse interpersonal and professional relationships. This one-day reflection module addresses the many cultural dimensions that influence our individual and communal narratives. Such cultural intersections may include race, ethnicity, gender, age, socio-economic factors, education, as well as organizational culture and not limited to these descriptions. Diversity permeates every aspect of our personal and professional lives, which can be enriching and anxiety producing. These intersections, that can be conflictual because of differences, assumptions, and bias reactions can be learning opportunities that foster intercultural development. Furthermore, the technical age is expeditiously advancing multicultural ministry contexts locally and abroad. The intent of this course is reflective, experiential, and formational.

COURSE PRE-REQUISITE

1. Complete the first of two Intercultural Development Inventory (IDI) assessment.
2. Debrief your IDI profile with a Qualified Administrator (QA).
3. Complete your Intercultural Development Plan (IDP) to be revisited in your degree program.
4. Prepare a Case Study of an intercultural experience.
5. Watch the following Ted Talk prior the day of the module: https://www.youtube.com/watch?v=D9Ihs241zeg

COURSE OBJECTIVES

1. Create a plan that will assist in student self/other awareness and continued development during and beyond seminary.
2. Demonstrate engagement in cohort learning, which fosters intercultural competence and sensitivity, and nurture relationships/collegiality that may continue post seminary.
3. Analyze individual/communal experiences as part of Christian discipleship and formation.
4. Understand intercultural experiences through the lens of the Kingdom of God.
5. Evaluate power dynamics in intercultural experiences.

CASE STUDY INSTRUCTIONS

For this assignment, the case study is a written account of an intercultural experience that you were a part of and would find helpful revisiting with peers. It should include conflict, misunderstandings, assumptions, etc. The focus of the case study should be on the writer (represented in 3rd person), including his/her perceptions, presumptions, and personal cultural values. It is also open-ended and unbiased in reporting the situation, and it leaves the readers with a situation that prompts questions. Critical questions may be raised after the case material has been presented, but the case should not be resolved as such in the written account. This will allow for group discussion to clarify critical issues, attain self-awareness, acknowledge diverse points of view, and enhance the individual growth of group members.

Read and complete your Intercultural Development Plan (IDP) before developing your case study. The questions asked in the IDP may help you identify an incident or experience that you would like to process in this cohort learning group. For example:

- Reading step one may help you identify cultural experiences you may not have had opportunities to process or reflect upon.
- Step two provides guiding questions to assist you in developing goals. Is there an intercultural incident or experience that shaped the goals you have chosen?
- Step three helps you to identify stress points and/or internal/external barriers. Is there an intercultural situation or experience where your challenges were most prominent?
- Step four develops language for the dimensions and intersections of culture that may be present in your case study.

Your case study should be 1 – 2 pages. The case may be read by the presenter, or role played or presented as a verbatim (see below). Bring four copies for the rest of your group to follow along. Documents will be shredded after the course to destroy confidential information.

The following components **need** to be included in the case study:

- Who was involved? State the people who were involved specifically identify culture, race, age, gender, religious background, etc.
- What happened? Give important background information on the situation so that the reader will understand the larger context.
- What do you think were the cultural conflict/differences present?
- What internal processing took place for you or how did the people respond?
- What questions remain for you in this situation?

Role playing and writing a verbatim is another option for presenting your case. Sometimes recreating an experience is helpful in reflection and learning. If you are interested in writing a verbatim or having your case role played by your cohort, feel the freedom to do so following the process defined below.

A VERBATIM WRITE UP

1. INTRODUCTION
   - Summarize here what information you have learned about the person(s) and situation before the conversation.
   - Describe the person(s), situation and occasion giving such data as person's race, age, gender, religious affiliation.
2. OBSERVATIONS
   - Such observations are clues as to how to proceed.
3. ASSUMPTIONS FROM OBSERVATION AND YOUR FEELINGS GOING INTO THE CONVERSATION
   - Did you feel comfortable, angry, or anxious as you began?
4. PURPOSE/FOCUS
   - State what you hope to learn about yourself, ministry in general, and why you are choosing to present this verbatim.
5. THE VERBATIM
   - Give a verbatim account of what took place, not only the conversation but also incidents, embarrassments, pauses, interruptions and such details as they occurred during the conversation. An example of a written verbatim:
     Matt: Good morning Ms. Brown, how are you?
     Ms. Brown: Not so good.
     Matt: Oh? (I really didn't want to know why she was not doing so well, so I answered in a non-interested manner)
     Ms. Brown: You that religious group we are renting our church space to?
     Matt: Uh hum.
     Ms. Brown: I just don't like sharing our kitchen space with them.

ASSESSMENTS AND GRADING SCALE

This course is a pass/fail. For a passing grade, you will need the following: 1) attendance for full day of module, 2) case study (due day of module) and 3) submission of your Intercultural Development Plan (a draft should be brought to the module but a final draft can be submitted within one week of the module).

ADDITIONAL COURSE GUIDELINES

State attendance, late submission, and other course policies. Consider pointing students to the inclusive language policy in the Student Writing Handbook.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the Seminary Academic Catalog, pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's Safe Community site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the Seminary Academic Catalog.