

Southern California: Domestic Cross-Cultural J-Term 2020

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January 6th-27th

Course Description

This course will explore the culture of Southern California, how it differs from the culture of Central Pennsylvania (Messiah College), as well as examines the implications of community outreach and the local church. Our “home base” will be the Dream Center, which is located in Los Angeles, Ca. Pastor Matthew Barnett founded the Dream Center approximately 18 years ago. Pastor Barnett was compelled to impact all of Los Angeles by addressing people’s physical, material, and spiritual needs in unique and practical ways. The Dream Center currently reaches more than 30,000 people each week through its multiple church services and more than 200 “need-centered” ministries. Various opportunities to participate in “need-centered” ministries include but are not limited to: adopt a block, construction, food bank, food truck, project prevention, family floor, and the discipleship program). In addition to the Dream Center outreach opportunities, there will be opportunities for short-term projects alongside local churches and non-profit organizations (e.g., Mom and Dad’s Project). Students will spend time in various cities throughout Southern California and will have opportunity for service learning projects, engage in reading appropriate texts, and keep a journal to document their interactions and experiences with local Southern Californians. Special attention will be given to the issue of immigration (undocumented persons) in Southern California.

Course Expectations

In order to get the most out of this class, you must do the following things:

1. *Spend focused* time on reflection and journaling.
2. *Be prepared* to discuss various readings (course texts, course pack).
3. *Actively participate* in service, team building, devotions, and digital story.

Course Textbooks

Required Texts:

- Corbett, Steve and Brian Finkert. 2009. When helping hurts. Chicago, IL: Moody Publishers.
- Course pack which includes various articles regarding multicultural issues teams face.
- Various Readings given by lecturers (on-site): Mrs. Andrea Mendoza-Ries (Murray Elementary School) and Dr. Christina Lee Kim (Rosemead School of Psychology).

Course Objectives

By the completion of this course, the students will demonstrate the ability to:

1. Identify the most relevant information about the host culture's history, traditions, politics, geography, including relevant regional differences, if applicable.
2. Identify facets in which the host culture differs from their own.
3. Identify facets in which the host culture is similar to their own.
4. Explain insights learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture.

Note: One of the “hot topics” challenging Southern Californians is the issue of immigration, especially concentrated on the undocumented persons from Mexico. Special attention will be given to the issues surrounding this topic (public school education, micro-aggressions, homeless youth education challenges, family resources).

Important Information

Library Liaison: Michael Rice, Librarian and Electronic Resources Coordinator.
Office: Murray Library 106, extension 7069.

Late Assignments –If an assignment is not turned in on time the highest grade a student will be able to earn is an 89% for the specific assignment. If you turn in the assignment after Dr. Skinner has collected all of the assignments, your assignment will be considered late. Assignments will be reduced 10% daily thereafter. Following four days, the assignment will not be accepted.

ACADEMIC INTEGRITY POLICY

Education Regarding Academic Integrity Policy. Messiah College is responsible to clearly articulate the Academic Integrity Policy to students by publishing it in the student handbook and by informing all incoming students of this policy through the new student orientation program.

Faculty should reference the policy in their course syllabi. However, primary responsibility for knowledge of and compliance with this policy rests with the student.

Technology Support. Provide link to Student Technical Support. Help is available between the hours of 8:00 a.m. and 11:00 p.m. Eastern Time (7 days a week). Please leave a message providing your name, number and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

Weekdays - 8:00 a.m. to 5:00 p.m., Monday through Friday

Phone 717-796-1800-1-5901 or – 717-796-5039

Instant Messaging SCS5901 through AIM

Email bthompso@messiah.edu or ResNet@messiah.edu

Evening and Weekends – 5:00 p.m. to 11:00 p.m., Monday through Friday AND 8:00 a.m. to 11:00 p.m., Saturday and Sunday

Phone 717-796-1800-1-3333

Statement on Confidentiality – Students may be asked to post written work and engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Statement of Copyright Protection – The materials in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Assignment Expectations

- Rubrics for each assignment will be posted on Canvas under Files.
- Assignments are due by the due date stated in the syllabus.
- Returned Assignments – Assignments will be read, graded and returned within two weeks of submission.

Assignments

All students are expected to successfully complete the following:

1. **Pre-Trip Meetings (Objs. a-d) (TENTATIVE dates)**
 - September 29th 2-4 pm: Dr. Skinner’s Home-Discuss chapter 1 of *When Helping Hurts*; Goal Assignment; team bonding
 - October 27th 2-4 pm: Dr. Skinner’s Home-; Discuss chapter 2 of *When Helping Hurts*;, Digital Story review. Goals due hardcopy.
 - November 17th 4-6 pm: Dr. Skinner’s Home-; Dinner; Discuss chapter 3 of *When Helping Hurts*; team bonding.

2. Participation (Objs. a-d)

- Students are expected to participate in all group activities including service projects, instruction sessions, etc.
- Students should also plan to contribute to group “processing” sessions regarding observations, service projects, and readings. Each student will have the opportunity to lead a devotional one morning during the course. It is also expected that students will exhibit sensitive, helpful, and courteous behavior to all persons with whom they come in contact.

3. Journal Component (Objs. a-d)

- Journal: An important component of this course is journaling, especially in terms of reflecting on “contrasts” experienced in California. Students should keep a daily journal in which they highlight key activities of the day, delineate unique observations, and reflect upon insights gained.
- These journal entries will assist the student in writing their Digital Story Reflection.
- **Please note:** journal entries should not be used as schedule reports; rather they should be focused on insightful reflection.

4. Personalized Goals: Pre-Trip Assignment (1-2 pgs.)

Professional

- What specific skills do you plan to develop/enhance that would be transferable to your professional goals?

Community Engagement

- What do you hope to learn about the "bigger picture" of community (local or global) from your ELI?

DUE: October 27th Pre-trip Meeting

5. Reflection Questions

1. What knowledge and skills were you able to hone or gain in this ELI experience that you could apply within a professional context? Describe and give examples from your ELI experience of at least two transferable skills you gained/honed from the experience. For example, communication (speaking, listening, interpersonal), adaptability, creativity, team work, leadership, problem solving, critical thinking, conflict resolution, decision making, and time management are all valuable, transferable professional skills. Describe how or why those skills might benefit you in a professional setting in the future.

2. What did “community” look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self-engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.

6. Digital Story + Digital Story Voice-over (Objs. a-d)

Part I Digital Story: Pre-assignment 6 images

- Theme: Contrasts
- Tell your personal story
- Ideas (not limited to these): On-campus life, roommates, off-campus life, friendships, family, etc.)
- Phone: Use your phone to take the pictures (just as you would in California)
- Voice-over: Tell your story (write out your dialogue before your record)
- Music: Optional

Due: December 1st by midnight.

Part II Digital Story:

- Theme: Contrasts in southern California
- This is an image driven project that captures, reflects, and highlights the “contrasts” experienced in Southern
- When appropriate, students will take pictures and document something they see as “contrast” (e.g., opulence next to poverty) in southern California through service, community engagement and various activities.
- Timeframe: 3-5-minute image driven presentation highlighting the “contrasts” the student experienced throughout J-term 2020.
- Your story should be specific. In other words, what story are you trying to tell?
- You may use any digital platform (e.g., iMovie, PowerPoint), to present your Digital Story as long as you can upload it to Canvas. Your digital platform should allow for a timed presentation (e.g. 4-5 seconds spent per slide).
- Voice-over component should *enhance and enrich* your story.

7. Final Exam (Objs. a-d)

- 5 short essay questions.
- Students will be expected to apply concepts from the assigned readings to questions specifically relating to their experience in Southern California. The exam will consist of 5 short essay questions that cover their cross-cultural concepts (e.g., discussion, readings, experiences, ELI Outcomes Reflection), issues related to community outreach, the issue of undocumented immigrants (micro-aggressions) in Southern California and their service project experiences. The 2-hour exam period will be given on the last day of the Southern Californian cross-cultural experience.

8. Course Evaluation

- ***Please note that students will not receive final grades*** until they have completed the institution’s course evaluation. An Incomplete will be recorded instead of a final course grade.

Course Schedule

Date	Topic	Reading Due	Assignments Due
Sept. 29 th (Sun.)	Welcome to J-Term 2019	<i>When Helping Hurts</i> Chapter One	Fill Out Airline Information
Oct. 27 th (Sun.)		<i>When Helping Hurts</i> Chapter Two	Goals Due (hardcopy)
Nov. 24 th (Sun.)		<i>When Helping Hurts</i> Chapter three	Dinner
Dec. 1 st (Sun.) By Midnight	Pre-Assignment		Digital Story Pre- Assignment
Jan. 6 th	Depart Messiah College	Departure Meeting in Front of Big Christmas Tree Housing:	3:30am Meet at Messiah- transportation provided Flight Leaves BWI @ 7:42 am-arrive in Los Angeles approx. 10:43 am
Jan. 6 th -12 th	The Dream Center Los Angeles, CA	Housing: Big Bear Community Church	
Jan. 13 th -14 th	Embassy Suites	Housing: Embassy Suites Brea, CA	Purchase materials for Mom & Dad's Project
Jan. 15 th -18 th	Mom and Dad's Project Big Bear, CA	Housing: The Dream Center	Purchase materials for Monarch School
Jan 19 th -25 th	Murray Elementary Homeless Youth Education, Rosemead Tamale Making	Housing: Whittier, CA	
Jan. 26 th	Depart LAX (approx. 10:55 pm-arrive approx. 6:41 am Monday 1/27)		Leave for Messiah Red-Eye Flight

Jan 27 th	Arrive at Messiah College approx. 9:45 am		Transportation Provided
Feb (TBD) by Midnight	Digital Story		Digital Story

Grading

Assignment	Points	Due Date
Pre-Trip Personalized Goals Assignment	5 pts.	10/27
Digital Story Pre-Assignment	8 pts.	12/1
Participation Service Projects, Devotionals, Readings, Discussions	20 pts.	Throughout J-Term Trip
Journal	20 pts.	Throughout J-Term Trip
Digital Story	25 pts.	TBD
Reflection Questions	10 pts.	TBD
Final Exam	12 pts.	1/26/2020

Grading Scale

A	94-100%	A-	90-93%
B+	88-89%	B	84-87%
B-	80-83%	C	74-77%
C-	70-73%	D+	68-69%
D	64-67%	C+	78-79%
F	63 or below		

ASSESSMENT/EVALUATION

Students' grades will be based on the following:

Assessment

- 25% - Digital Story (includes Pre-trip Assignment)
- 25% - Journal
- 25% - Exam
- 25% - Participation

*Course Evaluation (pass/incomplete): students must complete an online course evaluation following their return from the course trip. Failure to submit the evaluation will result in a course grade of incomplete.

Schedule (January 6-27)

Pre-Trip Planning & Preparation

- Four Fall Semester Pre-trip Meetings: September 29th, October 27th, November 24th (Dinner), Dec. 1 (if needed)

Departure (1/6/2019): Meet in front of Eisenhower (main lobby)

- Students will be driven to Baltimore Airport.
- Arrive in Los Angeles, CA
- Dream Center experience begins

January 6th-12th

The Dream Center

- Housing: The Dream Center
- Class times include: CQ discussions, student led groups, devotionals.
- Once a week church service attendance.

January 13th-14th Embassy Suites

- Purchase items for Mom & Dad's Project

January 15th-18th

Mom and Dad's Project

- Housing: Big Bear Community Church

January 19th-25th

- Housing: Whittier, CA
- Educational Experience: Meet with Mrs. Andrea Mendoza-Ries, public school teacher in Azusa, Ca. Her lecture entitled: From Bilingual to Mainstream will address her 20-year experience in the public-school system working primarily with the Mexican population. She began her career teaching as a bilingual educator and now she's required to teach in English to non-English speaking students. The students will have opportunity to tour Murray Public School.
- Academic Experiences: Meet with Dr. Christina Lee Kim, Associate Professor of Psychology at Rosemead School of Psychology, to discuss working with under-represented populations and the issue of cultural humility. New this year, Dr. Laura Dryjanska-Human Trafficking in the states and abroad. Students will have opportunity to take a tour of Rosemead School of Psychology which is located on Biola University's campus in La Mirada, Ca.
- Alternative Education Experience: Homeless Youth Educational Program (tour and lecture).

January 26th Team Reflection & Final

- Depart Los Angeles. Students will meet van for transport back to Messiah College

January 27th

- Arrive at Messiah College approximately 9:45 am

Financial Information

The course fee for this cross-cultural course is **\$2995** less the **\$200** deposit. The balance that will be assessed to your bill is **\$2795**. (Due to the variability of transportation costs, please note that final course fees will be published in the fall.)

1. Cross-cultural course fees will be included as part of regular spring semester billing and will be assessed to your Messiah account. (If you are a part-time student, you will be billed for three credit hours of tuition in addition to the course fee.)
2. Your financial aid will apply to this course. Be sure to include the cost of this course in your FAFSA application for the upcoming academic year. (Individual student or group fund-raising is not permitted.)
3. Students are also eligible for the following rebates:
 - a. Student living on-campus will receive a \$200 housing rebate.
 - b. Students with an ultra (unlimited) meal plan will receive a \$300 board rebate.
4. Following is the refund policy for cross-cultural courses:
 - a. The initial \$200 deposit is non-refundable.
 - b. Because payments on your behalf are typically made months in advance to travel agencies, airline companies, and assorted accommodations, many payments are non-refundable. ***Therefore, if you withdraw from participation in the trip for any reason or are removed from participation by the College after September 15th, you will be billed for any non-recoverable or non-transferable expenses incurred on your behalf. The exact amount of recovered monies can generally not be established until the trip has been completed.***

Special Notes

1. **Valid ID** – You must have valid identification.
2. **Luggage** – Typically you are limited to one piece of checked luggage and one carry on. Airlines have a carry-on weight in many cases begin at 15 pounds and a checked baggage weight limit of 50 pounds. This varies from airline. Please check with your airline for their baggage restrictions.
3. **Medical Information Form** – Be sure to return your Medical Information Form by **October 31st**. You will need to also submit your insurance information in the event you need emergency medical attention. You should carry your insurance card if you have one.
4. **Telephones** – See Technology Policy
5. **Medication** – All medication, both over-the-counter and prescribed, should be in its properly labeled container.
6. **Student Conduct** – Messiah College Standards for Student Conduct, as outlined in the Community Covenant and Student Handbook, apply to cross-cultural courses. Should it become necessary to send a student home early because of behavioral problems, the student being expelled from the class will pay the additional expense. Students are also required to sign a study abroad contract, which outlines expectations on behavior and conduct.
7. **Alcohol Policy** - Messiah College prohibits the manufacture, possession, use, or distribution of illegal drugs and alcohol by all students. It is expected that while students are enrolled in course work (including breaks during the academic year, i.e., Christmas break, Spring Break) they will not use alcohol or illegal drugs both on and off campus.

Technology Policy: Southern California Cross-Cultural Trip

This cross-cultural experience is purposely designed to allow the student ample opportunity to engage in the culture of Southern California. Therefore, certain restrictions regarding cell phone use, media players and laptops are necessary to ensure the student has the best experience possible.

Cell Phones

- Students will be utilizing their cell phones to create their Digital Story. However, there are specific locations and times when cell phone use is prohibitive. Students will be informed of these locations and times by the professor. In addition, if students are distracted and/or not engaging in service projects and required activities, the professor reserves the right to confiscate the student's cell phone until that particular activity is completed.
- Please remind your parents and/or legal guardians that we are not allowed to use our cell phones during a ministry project. Therefore, students will not be available to connect with loved ones during the day for the duration of the trip. Students will have an opportunity to use their cell phone in specified locations in the evenings (remember the 3-hour time difference from West Coast to East Coast).
- There will be cell phone curfews when staying at the Dream Center. Students will be informed of appropriate cell phone use while staying in and serving in the Dream Center ministries. Students must comply with these regulations.

Media Players/Headphones

- Students are allowed to utilize these during longer road trips and in specific locations throughout the trip. However, students are not allowed to use headphones while traveling in the van during The Dream Center Projects. This regulation is related to safety and student interaction.

Laptops

- Students are not allowed to bring their laptops. The professor will have a laptop the students can download on and use to work on their Digital Stories.

FINALLY: This is a working document not a contract. Therefore, Dr. Skinner reserves the right to make changes to the syllabus and course calendar throughout the course.

ASSESSMENT RUBRIC

*In order for students to successfully fulfill the ELI requirement, they must obtain at least five (5) points on this rubric.

OUTCOME Points	CWEO	DIMENSION (Mapped to final reflection question numbers)	DEFINITION (Proficiency Level)	NO ATTEMPT 0	NEEDS IMPROVE MENT .5	PROFICIENT 1	EXEMPLARY 1.25
Meaningful Careers	5.d - interests, abilities, and limitations	Identifying Personal Strengths/Abilities (Questions 3 and 4)	Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience				
	5.c. - sense of vocation/career that transcend career choice	Sense of Vocation (Questions 1 and 2)	Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities)				
	Academic integration 4 – major 1-3, 5-7 – QUEST	Academic Integration (Question 5)	Student identifies specific ways in which academic learning informs ELI experience and/ or ELI experience informs classroom learning				
Community Engagement	5.e. - role in community 7.b. – leadership – civic responsibility	Role in Community /Leadership (Question 6)	Student develops and specifically demonstrates awareness of his/her role, both personally and professionally, in society				
Completion of Deliverable			Student has completed deliverable project in the format appropriate to bucket area and in a way that clearly summarizes ELI outcomes and reflections to an external audience				