

Cross-Cultural: Zambia
IDCC 260 LUN

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COURSE DESCRIPTION

The course will provide students opportunities to examine the history, geography and political environment of Zambia and experience the culture through books, formal and informal conversations, guest speakers, and visits to cultural and historical sites. Much time will be spent at Macha (Macha Mission Hospital, Macha Research Trust, and villages, churches and market shops in the surrounding community). Consequently, the course will emphasize rural community life, rural community development, and issues related to international politics and aid. Zambia in general, and Macha as a microcosm, has been affected by the “big three” diseases of poverty (HIV/AIDS, tuberculosis, and malaria) identified by the United Nations and the Global Fund. However, the community has risen to these challenges in various ways. Resources in the Macha community provide rewarding and challenging experiences for students pursuing a variety of majors. The activities of this course are designed to satisfy the ELI graduation requirement.

A significant portion of the time spent in Macha will allow students to shadow professionals whose occupations or responsibilities are related to academic or career interests. The number and diversity of professionals and programs operating around Macha can provide shadowing opportunities for students in a variety of majors: education, social sciences, politics, economics, communications (e.g. public relations), human development and family science, Christian Ministry and religion, criminal justice; allied health and science interest including: pre-public health, nursing, pre-physical therapy, occupational therapy; basic and applied science majors including: biology, molecular biology, chemistry or biochemistry, biopsychology; engineering.

The course will incorporate reading reviews, group discussions, participant observation, and reflective journaling to facilitate student learning about the Zambian culture, its people, and the impact of global issues. You will leave Zambia, but we think Zambia will not leave you!

COURSE OBJECTIVES:

Following the completion of this course the students will be able to:

1. Describe experiences from living and interacting in a culture different from their own through reflective journaling and a summative comparative reflection on professional shadowing activities.
2. Reflect on faith, culture, and society from the perspective of another culture.
3. Articulate how people from different cultures perceive the world, interpret reality, and make meaning in the context of a rural, African setting.
4. Describe and appreciate cultural traditions significantly different from their own.
5. Develop an appropriate sense of cultural relativism with reduced personal ethnocentrism by exploring definitions of cultural humility, along with cultural awareness/sensitivity and cross-cultural competence theories.
6. Understand the paradoxes, tensions, and contradictions as well as the consistencies and values in a society significantly different from their own, in part by exploring commonalities and differences in areas of their interest, e.g. health care, education and the dynamics of family and village life.
7. Demonstrate increased cross-cultural sensitivity and understanding of global issues, the diseases of poverty, and international aid and community development in seminar discussions, written journals and participant observer/synthesis papers.

The course-specific objectives (above), readings and cultural immersion activities are designed to meet the college-wide Quest objectives for Cross Cultural Studies (below) and to fulfil the requirements for the college-wide Experiential Learning Initiative:

Quest Objectives for Cross Cultural Studies (Revised 2017)

By the completion of the program, the students will demonstrate the ability to:

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

COURSE and Travel SCHEDULE: (See attached calendar; also posted in Canvas.)

TEXTBOOKS & RESOURCES:

- A Brief History of Zambia (copy will be available on Canvas)
- Centers for Disease Control (CDC): <http://www.cdc.gov/travel/>
- CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>
- Dilley, Andrea P. (2014) The World the Missionaries Made. Christianity Today, Jan/Feb 2014, pp.35 - 41.
- Kimmel, Carolyn (2013) *Two Dillsburg doctors bring help and hope to a village in Africa*. PennLive.com August 26, 2013.
- Lanier, S.A. (2000). *Foreign to familiar*. Hagerstown, MD: McDougal Publishing.
- Malaria Institute at Macha (MIAM) website: <http://www.machamalaria.org>
- Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician-training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9 (2), 117-125.
- Travel Guide to Zambia:
http://goafrica.about.com/od/zambia/Travel_Guide_to_Zambia_Southern_Africa.htm
- WHO Global Health Atlas: <http://globalatlas.who.int/globalatlas/default.asp>

ASSIGNMENTS

A. Pre-Trip Quizzes and Readings (Canvas; 15% of course grade)

Each student is required to complete five quizzes that will be available on the course Canvas site. All quizzes must be completed before 8:00 AM on the day *prior to* the day of our departure (i.e., due by **8:00 AM on Friday, May 25, 2018**). The quizzes will test knowledge that will be gained by reading the resources and links posted on the site, and/or from attending the required pre-trip Cross Cultural meetings.

B. Statement (and Revision) of two Learning Objectives (5%)

Students are required to compose two learning objectives: 1) Professional Development Goal; 2) Community Engagement Goal. Both objectives are to be written and available for review by the course directors when the group arrives at Macha. The goals should describe two non-overlapping areas in which the student seeks to utilize experience of the people, culture and/or religious beliefs and practices of individuals or communities of southern rural Zambia (Macha) to develop (or identify) transferrable skills and/or achieve a fuller understanding of community. The goals must be formulated or revised from an informed perspective: one gained from multiple assigned pre-trip readings and/or meetings and are intended to provide direction for other assignments such as the **Professional Immersion Experience Paper/PowerPoint (PIEP)** or the **Ethnographic Interview Paper (EIP)**. Course directors may choose to discuss/review the goals during the trip to ensure that progress is being made towards fulfilling the objectives, or that the goals are revised if circumstances require. Group discussions will include sharing personal learning goals and progress towards fulfilling each. Reflections on progress toward fulfillment of (or lack thereof) both goals should appear periodically as parts of daily entries made in your personal trip journal.

1. **PROFESSIONAL DEVELOPMENT**: *Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your intended profession?*
2. **COMMUNITY ENGAGEMENT**: *What do you hope to learn about community or do as a member of a community from your experience? "Community" can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah College or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.*

***To assist students in setting quality goals, it is recommended that students use the SMART goal setting method:**

Specific - *What exactly is it that I want to learn or accomplish?*

Measurable - *How will I demonstrate that I've learned/accomplished it?*

Achievable - *What steps will I take to learn this?*

Relevance - *How is this related to my personal and professional growth?*

Time bound - *By when will I complete this?*

OUTCOMES

At the conclusion of the experience, students will document the outcomes of their learning goals:

Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).

C. Discussion/Participation/Service (5%)

Students are expected to participate in all group activities: class meetings and discussions: site visits, seminars, lectures, service projects (if available), instruction sessions; field experiences such as visits to local health clinics/schools/businesses, traditional healers; attending local church services. Students should plan to contribute to group sessions in which first hand experiences/observations and thoughts about readings are processed through group discussion. It is expected that students will exhibit sensitive, helpful, and courteous behavior to all persons with whom they come in contact.

As a significant part of the experience, students will be linked with one or more leader(s) or organization(s) in the community of Macha with whom/in which they will spend approximately 5 days shadowing, interviewing and/or participating in the activities of the organization(s). Shadowing/interview assignments will be made based on the

student's career interests and college major as well as availability of persons at Macha. Part of the objective of this experience is for the student to see how related career interests are lived out by professionals living in the rural culture of southern Zambia.

D. Ethnographic Interview Paper (EIP; 10% of course grade)

Pairs of students will participate in weekend homestays in local villages/homes to gain first-hand experience local culture. Homestay hosts are known by the leadership of the Macha Research Trust and have applied in advance to host students. (Alternate plans will be made if the crop yields of the previous growing season were insufficient and placing students in the local homes/villages might jeopardize the economic or nutritional well-being of local host families or villages.) During this time, students should ask questions and participate in discussions with their host(s) and/or the host family members about "normal" life in the village and/or information about personal history relevant to their current situation: "What is a normal day like for you/your family?" or "Can you tell me about your personal and family history: why do you now live in this village? If this is not your family's original home village, what events caused you to now live in this village?" Ideally, material for ethnographic interview paper will be during the village home stay; if impractical, material for this paper may be obtained instead while working with the individual with whom they are paired during the internship/shadowing experience (in Macha). Suggestions for conducting an interview are provided in Appendix 1. The final paper should be well organized, concise, contain two full pages of text (double spaced, 12 point Times New Roman font, 1 inch margins) and must be preceded by a full cover page that contains a title and your name. The EIP must be submitted as a PDF file (Lastname_Ethno18) attached to an email sent to both leaders by 8 AM on the Thursday that immediately follows our return to the US (submission deadline = 8 AM on Thursday **June 21, 2018**)

E. Professional Immersion Experience Paper (PIEP) and PowerPoint Presentation (25% of course grade)

An important goal of this course is to allow each student (individually or in teams) to spend several days interviewing, "shadowing" or accompanying one or more professionals in/around Macha whose occupation(s) is(are) related to the student's career interests and/or academic major.

Each student will report on experiences and insights gained during the shadowing period in two ways: 1) a preliminary PowerPoint presentation that will be given to our group while still at Macha; 2) a paper that is comprised of 5 to six pages of text and supporting illustrations (**PIEP**) and is preceded by a full title page that contains a descriptive title and your name. The PIEP must be submitted as a PDF file (Lastname_PIEP18) attached to an email sent to both leaders by 8 AM on the Thursday that immediately follows our return to the US (submission deadline = 8 AM on Thursday **June 21, 2018**).

While observations and impressions from the shadowing experience may provide subjects for daily journal entries, the PIEP and PowerPoint presentation are intended to provide an opportunity for the student to describe and analyze experiences and insights gained during the shadowing experience in a more in-depth, critical and focused manner. The goal of having each student report to the group in the form of a PowerPoint presentation is simple: it will be a chance for the entire group to hear what each individual has experienced!

The PIEP and PowerPoint presentation should highlight and compare cultural similarities and differences. What would have you expected to see when shadowing a comparable professional if they were performing a similar role in the US? How do differences in political organization, economic limitations, cultural norms, and/or the rural setting influence what this individual does (professional role) or how it is done? How will this experience influence your future professional preparation? Why? The essence of the key points that will be expanded in your PIEP will be presented to the group in the form of an oral PowerPoint presentation before the group leaves Macha.

Include digital photos to enhance the PIEP, but do not reduce the required amount of text (5 – 6 pages of text in addition to photos). The **PIEP** will serve as the **ELI Deliverable** for this course. *As a minor part* of the PIEP, mention your ELI professional goal and reflect on how the professional shadowing opportunity related to your goal.

F. Personal Trip Journal (40% of course grade)

Journaling and personal reflection are essential components of this course. Students are expected to keep a daily journal in which they highlight key activities of each day, delineate unique observations, and reflect upon insights gained during their experiences at Macha and from traveling to and from Zambia. Journal entries are supposed to emphasize reflection, rather than simply being a narrative chronology of daily activities. Students should use individual daily journal entries to pay particular attention to one of a variety of aspects of the local culture (e.g. family relationships, education, food and nutrition, availability and variety of local retail merchandise, business practices, healthcare, festivals, children's play, diversity of organized religion, importance of beliefs of the impact of the spirit world on many of these topics).

Thoughts arising from observations and interviews relating to the topic(s) chosen for the **Professional Immersion Experience Paper (PIEP)** or the **Ethnographic Interview Paper (EIP)** may be described in daily journal entries. Journal entries may be useful in beginning to process and assemble thoughts resulting from interactions during the shadowing/interview week that will ultimately be further refined in the **Professional Immersion Experience Paper** and PowerPoint Presentation. (See specific instructions for the PIEP, EIP and additional "Journaling Guidelines" that appear elsewhere in this syllabus.) At the end of the trip, students will be required to write responses to QUEST/General Education Assessment Questions and ELI Common Reflection Questions as separate sections of the journal. The journal will be submitted in electronic format for evaluation after students have returned to the US. The journal must be submitted as a PDF file (Lastname_JournalZM2018) attached to an email addressed to both faculty leaders no later than 8:00 AM on the first Thursday following the group's return to the US (**by 8:00 AM on Thursday, June 21, 2018**). See below for additional specific instructions about journal organization and allowable submission format (PDF only!).

G. MANDATORY On line Post-trip Quest Course Evaluation***

Each student **must** complete the required **on-line post-trip QUEST (General Education) Course Evaluation before** his/her grade will be released. An individualized link to the survey/assessment will be provided to each student by email by the conclusion of the trip. **Do NOT** share the link you receive with any other student; use of one link by more than one student will invalidate the entire survey! Each student will receive a unique link in an email sent directly to him/her.

TRIP & COURSE POLICIES:

I. Group &Community Participation:

Because we will be traveling as a group for 3 weeks, your attitude, participation, courtesy, support and care is essential to the group's success. Keep the following in mind:

- Attendance is expected at all scheduled class gatherings and activities (including clean up!)
- Participation in group discussions is a must;
- Show the utmost respect for lecturers, mentors, local guides, and hosts;
- Avoid moaning and complaining: it drags down the morale of the group. Please feel free to address any concerns with the leaders at all times
- Follow safety guidelines and the leaders' instructions. These will include avoiding certain places and traveling (walking) in small groups rather than alone.
- You are expected to explore and interact with members of the local community.
 - Spend time talking with persons living at "The Fires"
 - Chat with families living in local villages
 - Chat with local shop keepers or merchants at the market place behind the hospital
 - Chat with hospital workers and employees of the MRT.
 - Do not spend lots of time in your room or in the dorm or on line with persons back home!

II. Papers: Format, submission and deadlines.

The two major papers should be typed, double-spaced with justified 1 inch margins. If needed, cite references using the name, date style (e.g. APA) and include an appropriately formatted bibliography. The two papers are the **Professional Immersion Experience Paper (PIEP)** [primarily written about/from your shadowing experiences] and the **Ethnographic Interview Paper (EIP)** [written from interview/conversations with your homestay host family member(s)]. **Both of these written assignments must be submitted by 8 AM on the first Thursday after the group returns to the US (by 8:00 AM, Thursday, June 21, 2018).**

These two papers must be composed using a standard word processing program (e.g. Microsoft Word), converted to separate pdf files before/for submission, and submitted electronically as separate files attached to an email that is sent to **both** instructors. **No other formats or means of submission will be accepted.** Submitting all documents as pdf documents attached to an email will guarantee that the faculty will be able to open and read your documents regardless of the computing platform or program you used to compose them!

Use the following format to name each of the paper pdf files: begin the filename for each of the two electronic files with your last name followed by an underscore and either PIEP or Ethno. For example, Lastname_PIEP18 (for your Professional Immersion Experience Paper) and Lastname_Ethno18 (for the Ethnographic Interview Paper).

III. Journal (additional detailed instructions are provided in following sections):

Because this is a Cross Cultural course, you **must** maintain a written journal, and submit it at the end of the trip. The journal will contain daily entries in addition to other pre-trip and post-trip assignments/assessments. The journal score will represent 40% of your course grade; however, **failure to submit a journal will result in automatic failure of the course.**

While you will type and submit your complete journal as an electronic document, you may want to consider bringing a small composition booklet or notepad (paper) on which you can record journaling entries and other notes or thoughts that come to you while you are out and about. You will NOT be permitted to take electronics other than a digital camera (e.g. no laptops or tablets) on the weekend homestay. It is often more convenient to carry a paper notepad/journal and pencil around the rural African setting than a laptop or tablet; battery life and internet connectivity do not limit the use of a paper composition book!

The format and contents of the journal must follow the instructions found in the section “**Journaling Guidelines & Specific Journaling Assignments.**” Specific instructions and guidelines for journal entries and additional required assessments that are to be included in the journal are elaborated that section and a following section entitled “**Expectations for formatting of the electronic journal you submit for grading**”. How different sections of the journal will be scored is outlined in the section entitled “**Six Required Journal Sections, Point Values and Percentage of Grade**”.

The entire journal must be converted to a single PDF file for submission. Save it as a file named: **Lastname_JournalZM2018** and send it attached to an email addressed to **both** faculty leaders NO LATER than 8:00 AM on the first Thursday after the group has returned to the US (**by 8:00 AM on Thursday, June 21, 2018**).

III. Academic Integrity:

Participants are expected to abide by and conform to all Messiah College policies for academic integrity. This includes doing your own work, respecting and appropriately citing sources for ideas, language, or other original material. Plagiarism of any type is unacceptable and will result in automatic and severe grading penalties (usually failure for the assignment, and potentially for the course as a whole).

IV. Student Conduct:

Students will be expected to adhere to the Messiah College Community Covenant while traveling and living abroad. Should it become necessary to send a student home early because of behavioral problems, the additional expense will be paid by the student being expelled from the class. Students are also required to sign a study abroad contract that outlines expectations on behavior and conduct.

V. Dress Code:

Modest dress is expected while you reside within the Macha community. For females, that includes longish skirts and no short shorts (shorts must extend below the knees) or tight jeans/slacks. Shirts or blouses must cover the chest and stomach, and reveal no cleavage. Short sleeves are allowed. A long skirt or chitenge purchased in the local market may be worn on outreach experiences or when in the hospital. Males should routinely wear long pants, but may wear modest shorts. Mature Zambian men are rarely seen in shorts. Men are expected to wear button down or polo shirts and long pants when visiting the hospital or other official institutions, when attending church, or when participating in off-site excursions. It is best to wear comfortable shoes that completely cover your feet to prevent injury from rocks or sharp plant material as you will be walking a lot.

VI. Students with Disabilities who may Require Accommodation

Messiah College makes reasonable accommodations for students with disabilities who are otherwise qualified to participate in its activities and programs. However, the Americans with Disabilities Act does not govern accessibility standards in other countries. The college does not discriminate on the basis of disability in admissions for study abroad programs, but is not responsible for assuring accessibility in international locations and cannot guarantee that accommodation will be available.

While the college will try to arrange accommodation for special needs, students with disabilities must understand that some international experiences may not be appropriate for them. In order to address this concern, College policy requires students with special needs who require accommodation to self-identify at the time of application for participation in an international experience. These students must notify the Disability Services office of their interest in participating in an international experience and of their need for accommodation. The Director of Disability Services will meet with the student and sponsoring faculty member to determine whether the student's needs can be accommodated.

VII. 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 and participating in the cross cultural course experience they will not use alcohol or illegal drugs at any time** (on campus, off campus, or during travel). POTENTIAL PUBLISHED EXCEPTION (that is not practical or allowed for this trip):

Of-age students may responsibly consume alcohol when the occasion is consistent with celebrations, rituals, or religious traditions (i.e., toasting at weddings, taking communion) associated with the host family while on the village experience. **However, as we will be guests of the Brethren in Christ Church at Macha Mission, and the policy of the church is to abstain from drinking, no exceptions will be granted to the prohibition against drinking alcoholic beverages at any time on this trip for individuals of any age.**

VIII. Insurance Policy and Prohibited Activities

The international travel insurance purchased as part of your trip package **will not pay for** losses occurring as a result of certain ultra-hazardous activities. These activities include motorcycle driving, scuba diving, skiing, mountain climbing, sky diving, professional or amateur racing, and piloting an aircraft. The insurance is not intended to cover these activities or others of the like (bungee jumping, flying in private aircraft, etc.). **Therefore, such activities will not be planned for the Zambia course, and students are not authorized to participate in such activities during any “free” time they may have while on the trip.**

Journaling Guidelines & Specific Journaling Assignments

Each student must keep a personal journal in which they reflect and synthesize observations, thoughts, feelings and reactions to course/trip experiences. Journaling should go beyond simply recording the activities and interactions of the day; it should be used to explore feelings and personal responses to daily events, or relate/reflect on new insights. In order to develop a deeper level of reflection, students are encouraged to write about their struggles, questions, goals or personal strengths or weaknesses in light of experiences or insights gained from this trip. Journaling provides a way of processing and understanding new experiences, situations, challenges and insights that arise in the cross cultural experience. The questions below will help the student to face the realities experienced, without trying to conclude with superficial/shallow or “feel-good” solutions to difficult or complex situations.

You will be expected to spend at least 30 minutes each day preparing an entry that reflects on at least one significant issue/situation/reflection. If one day produces multiple substantial incidents/thoughtful provocations, you may reflect on the individual topics over the course of several daily entries. Feel free to revisit issues/situations/experiences as the trip progresses and you think further about an issue.

One way to journal is to think about any of the following questions:

- What has been a specific challenge to me?
- How can I understand the perspectives of others?
- When have I detected ethnocentrism in myself and others?
- How have I experienced God’s presence today? God’s absence?
- Where have I seen the ugly and the beautiful? The awful and the hopeful?
- How do faith and culture intersect both for me in this experience and the people I interact with?
- How do I make sense of inequality, suffering, injustice observed in this setting?
- How do I integrate this experience with other course work and studies?
- How will I incorporate what I have learned abroad into my life at home?
- How has this experience caused me to reevaluate my values, views or plans?
- How has a sense of who I am and my purpose in life changed?
- What insights, concerns, new questions arise as a result of my experience?
- How does this experience/insight relate to my personal goals for the trip?
- (Also, consult the list of QUEST Objectives for Cross Cultural Courses above)

We realize that journal entries are intensely personal; your journals will be kept confidential. Only course leaders will read them. If the course leaders find an entry that would be especially valuable for future teaching, writing on cross-cultural learnings, or on the college website, your permission will be obtained to use any part of it. Ultimately, it is hoped that students write for their own learning, and that students will be able to build trust in the learning relationship with the faculty in order to promote the best possible learning opportunities.

Two Pre-Arrival Journal Assignments:

Your journaling must begin *before or during* your trans-Atlantic or trans-Africa flights. ***Pre-Arrival Journal Assignments #1 and #2*** (below) must be turned in by suppertime on the first day we are in Macha (Wednesday, May 30, 2018). See additional section below entitled “**Six Required Journal Sections; Maximum Scores; Percentage of Grade**” for point values associated with each Pre-Arrival assignment.

Pre-Arrival Journal Assignment #1 – You are to articulate **two goals**. See Section B [“**B. Statement (and Revision) of two Learning Objectives (5%)**”] within the **Assignments** section above for a detailed explanation.

Pre-Arrival Journal Assignment #2 – You were to have completed reading the entire book **Foreign to Familiar** (by Sarah A. Lanier) before leaving for our trip. Based on your understanding of the book, and the

discussions that occurred during the pre-trip Cross Cultural meetings, briefly summarize ways in which you expect that people living in and around Macha will think and act similarly or differently than what you are accustomed to experiencing among your community and peer groups in the US. These comments should be framed using the major topics addressed in the first eight chapters of the text (1. hot vs. cold cultures; 2. relationship vs. task orientation; 3. direct vs. indirect communication; 4. individualism vs. group identity; 5. inclusion vs. privacy; 6. concepts of hospitality; 7. high vs. low context cultures; 8. concepts of time and planning).

*****For End of Trip Assignment 1, you will revisit these ideas and summarize how/if your pre-trip assumptions were affirmed, enriched and/or changed.*****

Three End-of-Trip Journal Assignments:

See additional section below entitled “**Six Required Journal Sections; Maximum Scores; Percentage of Grade**” to see the point values associated with each End-of-Trip Journal assignment.

End-of-trip Journal Assignment #1: In *Pre-Arrival Assignment #2*, you were required to summarize expectations about aspects of culture in southern rural Zambia. At the end of the trip, describe how experiences on the trip have affirmed, altered or enriched/matured each of your earlier Pre-Arrival assumptions/predictions. *Organize your responses into the same eight categories used in Pre-Arrival Assignment #2.*

End-of-trip Journal Assignment #2: Cross Cultural Objective Assessment Questions. Paste the following questions into section 5 of your journal entitled “Cross Cultural Objective Assessment Questions” and provide an answer for each. *Use a distinct font or italic* to distinguish the text of the questions from your answers.

1. List and describe two specific traditions that you found to be significantly different when compared to your own life experiences.
2. List and explain two ways in which rural Zambians (Batonga people of the Macha area, hospital employees, or other local professionals) perceive the world, interpret reality and/or make meaning (of these) which differ from traditional North American perspectives.
3. The way people live is influenced by deeply held cultural and religious values, yet different values within the same culture or individual can result in conflicting behaviors. What paradoxes, tensions or contradictions did you notice? List and explain two. (E.g., The Zambian BIC Church thrives in a community where polygamy is common and a cultural norm.)
4. We often think that the way we (our culture) think and do things are the best (ethnocentrism). Hopefully, living in Macha has enlightened the way(s) in which you can reflect on what you have considered to be “normal” or “best”.
 - a. What insight(s) or experiences gained while living around Macha have changed or influenced your opinions about your own culture or lifestyle?
 - b. In your opinion, what can the people of Macha teach the people of the US?
5. Describe one specific example each of how, in Macha, you experienced science, technology and the Christian faith:
 - a. complementing one another
 - b. challenging one another

End-of-trip Journal Assignment #3: Responses to **ELI Common Reflection Questions**. Provide responses to the ELI Common Reflection Questions in section 6 of your journal. The questions are given at the end of the syllabus in Appendix 2. Paste the text of the questions into section six and then, *using a distinct font or italic*, provide a separate response immediately beneath each question or portion thereof.

Six Required Journal Sections and Point Values

The journal will represent **40% of your course grade**. The grade for your journal will be based on a 120 point scale. Each of the required entries/sections will be weighted according to the scoring rubric outlined below. (Failure to submit a journal will result in automatic failure of the course regardless of scores on any of the other assignments.)

The following six sections must be present and clearly labeled in your journal.

The maximum score for each section is given in parentheses.

1. Title page *and* separate Table of Contents (8 points total)

2. Pre-Arrival Assignments

a. Professional and Community Goal(s) (6 points total)

Final versions of goal statements with resource and assessment statements for each.

List journal entry numbers/dates and corresponding page numbers for entries in which progress towards each goal is described.

b. Pre-trip predictions related to Lanier's categories: (1 points @ x 8 = 8 points total)

- a. General comments about differences between Hot vs. cold climate cultures
- b. Relationship vs. Task Orientation
- c. Direct vs. Indirect Communication
- d. Individualism vs. Group Identity
- e. Inclusion vs. Privacy
- f. Concepts of Hospitality
- g. High- vs. Low-Context Societies
- h. Concepts of Time and Planning

3. Minimum of 18 well-developed, daily entries (4 points @ x 18 = 72 points total)

- Each entry should begin with a descriptive title (appears at top of entry page and in the Table of Contents).
- Provide the date for which the entry is written, and the date of the experience if it differs from date of the entry.
- Feel free to comment on progress toward your personal and professional goals as an addition to (but, not in replacement of) several daily entries.
- Each "daily" entry should be *at least 300 words in length*. Provide the word count as the last item typed for each entry.

4. Post-trip reflections on your original expectations re Lanier's categories:

(1 points @ x 8 = 8 points total)

- a. General comments about differences between Hot vs. cold climate cultures
- b. Relationship vs. Task Orientation
- c. Direct vs. Indirect Communication
- d. Individualism vs. Group Identity
- e. Inclusion vs. Privacy
- f. Concepts of Hospitality
- g. High- vs. Low-Context Societies
- h. Concepts of Time and Planning

5. Responses to Cross Cultural Objective Assessment Questions (2 points @ x 5 = 10 points total)

6. Responses to ELI Common Reflection Questions (1 point per prompt = 8 points total)

How to format the electronic journal you will submit for grading

Title Page

- Compose a creative title
- Your name
- “Zambia May 2018 Cross Cultural Trip Journal”
- Include an appropriate photo or image

Table of Contents

- Should be neat!
- Organize into sections and subsections according to this outline.
- Provide a page number, date and “unique descriptive title for each entry”

Pre-Arrival Journal Assignments

a. Professional and Community Goal Statements

- Write the final version of each goal.
- Each goal must be accompanied with resource and assessment statements for each.
- Provide journal entry numbers/dates and corresponding page numbers for entries in which progress towards each goal is described. These should correspond to entries listed below in the Table of Contents.

b. Expectations related to Lanier’s categories

- List each category as a paragraph heading.
- Beneath each heading describe using full sentences/paragraphs what you think the people in/around Macha will be like with respect to that category.

Minimum of 18 well-developed, daily entries

Please make it easy for me to understand what you were thinking as you wrote!

Begin each daily entry on the top of a *fresh* page. The **date of the entry** should be at the top left hand side of the page on the first line. You should *think and organize your thoughts before beginning to write*. Provide a **topic heading** at the start of each new idea or subject (if you choose to write about more than one topic in a given day). For example, you might use the heading – Reflections on Our Field Trip, or Assessment of Personal Goal X, or What God Taught Me Today, or a more specific heading about a specific reflection topic – to help focus your thoughts, keep you on target and transition to other topics. There is no upper limit on the length of an entry for a given day, but each daily reflection must exceed the minimum of 300 words.

Try to be concise and clear, rather than wordy and rambling (e.g. just to hit the 300 word minimum). Concise writing is a mark of critical thinking and serious reflection. However, brevity may also indicate lack of effort if only superficial thoughts are recorded in a minimal “rushed” assignment. Concentrate, reflect, and try to process and distill what you are learning and experiencing rather than simply trying to complete the journal assignment or recording the quality of your experience (“it is hot”, or “my bed is very comfortable” may reflect what you are experiencing, but do not illustrate how you are reacting to or learning from new experiences).

Be neat and legible. It is not wise to frustrate the reader (me!) nor do you want to return to your journal months or years from now and find that even you cannot make any sense of it.

Writing a journal is about discovery. *Some of it may be very personal*. Rather than treat this assignment as merely an intellectual or academic exercise, you need to feel free to explore your own thoughts and feelings. We often do not know what we think until we can put it in writing. There is much truth to that and so you should try to write about anything you want to think hard about.

** No one other than the faculty leaders will be allowed to read or even know of the contents of your journal (unless permission is obtained from you specifically for a given section).

Post-trip reflections on your original expectations re Lanier’s categories

- List each category as a paragraph heading.
- Beneath each heading describe using full sentences/paragraphs how you found the people in/around Macha to be like with respect to that category, and how that affirmed, or conflicted with your pre-trip predictions. Where your pre-trip predictions were affirmed, elaborate on or give examples showing how your understanding was expanded or your original prediction was supported.

Cross Cultural Objective Assessment Questions

- Rewrite each question (copy/paste from the Word version of this syllabus provided in Canvas).
- Write your response to each question (or sub question) immediately beneath each using full sentences and paragraphs as needed.
- To earn full credit, be sure to provide the number of items/examples required for each question.
- Use numbering, bulleting and spacing to make your responses easier to read.

Experiential Learning Initiative (ELI) Common Reflection Questions

- Rewrite all questions (copy/paste from the Word version of this syllabus provided in Canvas).
- Write your response to the individual questions (or sub question) immediately beneath each using full sentences and paragraphs as needed. **DO NOT COMBINE** your responses into a larger essay.
- To earn full credit, be sure to provide the number of items/examples required for each question.

Journal Submission

- The entire journal must be converted to a single PDF file for submission.
- Save it as a file named: **Lastname_JournalZM2018**
- Send it attached to an email addressed to both faculty leaders
- It must be received **NO LATER** than 8:00 AM on the first Thursday after the group has returned to the US (**by 8:00 AM on Thursday, June 21, 2018**).

YOUR COURSE GRADE

Course grades will be calculated based on the quality of the following items:***

• Quizzes (Five on Canvas; must be completed before departure)	15%
• Initial Learning Objective Statements; Discussion/Participation within our group & Interaction with local persons and culture (Don’t be a dorm or internet potato!)	10%
• Ethnographic Interview Paper (EIP)	10%
• Professional Immersion Experience Paper (PIEP) & PowerPoint Presentation	25%
• Journal (failure to submit will result in <i>automatic</i> failure of the course)	40%
• Mandatory on line post-trip QUEST course evaluation***	<u>0%</u>
	100%

Letter grades will be assigned based on the percentage of points earned.

- A ≥93%; A- ≥90%
- B+≥87%; B≥83%; B- ≥80%
- C+≥77%; C≥73%; C- ≥70%
- D+≥67%; D≥60%

*** Your course grade will not be released until you have completed and submitted the required post-trip on line QUEST course evaluation.

APPENDIX 1: Ethnographic Interview Suggestions

Points to remember:

- Let the person guide the interview: follow their lead and drop or add questions as seems reasonable. This is their story!
- Listen as much as possible; speak as little as possible. “Mm hmm” and “What happened next?” are usually great responses throughout an interview.
- Time is no problem – so take as long as the person is willing to talk.

1. Introduce self; exchange pleasantries, i.e. greetings.
2. Explain that this is a story about their life – what they remember – and why they are doing what they do now.
3. Explain that you will need to take notes since you writing this up as a paper for your course.
 - a. Ask permission to write this interview up as a paper – but with no identifiers to maintain anonymity.
 - b. Ask permission for a photograph – if appropriate.
4. To start: get them born
 - a. Date of birth, where born
 - b. Parents’ backgrounds and names; siblings
 - c. Earliest childhood memories (perhaps)
5. Schooling
 - a. primary
 - b. secondary
 - c. any additional training or education
6. Marriage and family (if applicable)
7. Work
 - a. Typical professional activities during a work day
 - b. Other typical non-work daily (or weekend) activities
8. Other significant memories
9. Compare and contrast US and Zambia (work or otherwise)
10. END: “What else would you like to tell me?”

APPENDIX 2: Experiential Learning Initiative (ELI) Common Reflection Questions and Guidelines

The Experiential Learning Initiative (ELI) is to provide the opportunity for every student to participate in experiential learning that is designed to advance their professional development and community engagement.

There are four signature components to the experience:

1. Learning Goals + Outcome Prompts
2. ELI Reflection Questions
3. Deliverable (a tangible product that can be shared, e.g. ePortfolio)
4. Advising Relationship (student/faculty)

The ELI reflection prompts guide students to make connections to and application of their learning to various life contexts. Therefore, the ELI learning objectives and personal reflective journaling on one's experience during this course will be guided by the following suggestions so as to enable completion of the experiential learning assignment by specifically responding to the ELI Reflection Questions in the personal journal and submission of the **Professional Immersion Experience Paper (PIEP)** as the "deliverable."

1. Learning Goals + Outcome Prompts

Within the first week of the experience, students must articulate learning goals based on the following prompts:

3. **PROFESSIONAL DEVELOPMENT**: *Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?*
4. **COMMUNITY ENGAGEMENT**: *What do you hope to learn about community or do as a member of a community from your experience? "Community" can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah College or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.*

***To assist students in setting quality goals, it is recommended that students use the SMART goal setting method:**

Specific - *What exactly is it that I want to learn or accomplish?*

Measurable - *How will I demonstrate that I've learned/accomplished it?*

Achievable - *What steps will I take to learn this?*

Relevance - *How is this related to my personal and professional growth?*

Time bound - *By when will I complete this?*

OUTCOMES

At the conclusion of the experience, students will document the outcomes of their learning goals:

Did you achieve what you hoped to learn or be able to do, as stated in your learning goals? If so, provide supportive evidence of this. If not, provide rationale for why you did not achieve your goal(s).

2. ELI Reflection Questions

Regardless of the type of experience, students participating in an ELI-approved experience must respond to the following reflection questions at the conclusion of the experience:

1. *Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you?*
2. *How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional?*
3. *Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your experience itself) that you gained or enhanced during the experience.*
 - a. *Transferable Skill 1:*
 - b. *Transferable Skill 2:*
 - c. *A skill area in need of continued growth:*
4. *Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem.*
5. *Please provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience.*
6. *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 see yourself contributing to or engaging in 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.*

3. Deliverable

A deliverable is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant for an intended audience. At the conclusion of the experience, students must practice articulating the transferable skills and competencies resulting from the experience that are relevant to an external audience, such as a future employer or graduate program.

Deliverables can take the following forms:

- Résumé
- Mock Interview
- LinkedIn Profile
- ePortfolio
- Personal Website
- Video/Digital Story

NOTE: For this Zambia Cross Cultural course, the **Professional Immersion Experience Paper (PIEP)** will serve as the ELI “Deliverable”.

Appendix 3: ELI Assessment Rubric

OUTCOME	CWEO	DIMENSION (Mapped to final reflection question numbers)	DEFINITION (Proficient Level)	NO ATTEMPT 0	NEEDS IMPROVEMENT .5	PROFICIENT 1	EXEMPLARY 1.25
Professional Development	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 transcends 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 their 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.				

***In order for a student to successfully fulfill the ELI Requirement, at least five (5) points must be earned according to this rubric.**

May 6 – June 16, 2018 **Zambia** CC Working Calendar 4 (LM)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6	7	8 Last day of classes!	9 Reading Day	10 FINAL EXAMS	11 FINAL EXAMS	12
13	14 FINAL EXAMS	15 Last day of final exams on Grantham Campus	16	17	18	19 MC Commencement
20	21 DEVELOPMENT WEEK MEETINGS	22 DEVELOPMENT WEEK MEETINGS	23 DEVELOPMENT WEEK MEETINGS	24 DEVELOPMENT WEEK MEETINGS	May 25 DEVELOPMENT WEEK MEETINGS (Africa Day Holiday)	May 26 Leave for Zambia (Charter Bus from MC to JFK; SAA from JFK, NYC to Joburg SA)
May 27 Arrive Joburg, SA; Fly to Livingstone, Zambia (Jollyboys)	May 28 Livingstone Museum Cultural Discussion(s)? Shopping	May 29 Livingstone Day 2 More shopping Vic Falls? Any other excursions?	May 30 Travel to Macha Lunch in Choma Orientation Dinner at MRT	May 31 Shadowing Arrangements Walking tours Homestay etiquette	June 1 More Arrangements Prepare for and leave for weekend Homestays	June 2 <u>Home stays</u>
June 3 Return from Homestays after lunch. Evening meeting	June 4 Shadowing Group Meetings Evening Sessions throughout week.	June 5 Shadowing	June 6 Shadowing	June 7 Shadowing	June 8 Shadowing	June 9 Group Meeting/Sharing about Shadowing
June 10 Macha BIC as group	June 11 Field trip(s) Traditional Healer? MICS/ Schools (?)	June 12 Leave Macha (9 AM) Return to Livingstone (Shopping)	June 13 Safari (Day 1)	June 14 Safari (Day 2) Return to Livingstone	June 15 Leave Zambia SAA	June 16 Arrive US (Dulles, VA) Charter bus returns group to MC.