COURSE DESCRIPTION

This course examines the growth and development of Christianity in East Africa. It will examine the structure, norms and beliefs of traditional African cultures. Students will utilize historical and theological studies to examine how Christianity has crossed cultural boundaries during the previous century to become the majority religion in Kenya. Careful consideration will be given to identify the cultural elements that have been preserved and those that have been transformed in the process. Finally, students will engage in firsthand conversations, observations and discussions with Kenyan Christians to more fully understand the nature of Kenyan Christianity and ways in which non-Kenyans can best partner with them in their work.

This nonmajor course will fulfill the general education core cross-cultural experience course (or the non-Western requirement by formal petition). 3 credits.

COURSE OBJECTIVES

Students will:
- identify relevant information about Kenya’s history, traditions, politics, geography, including regional differences.
- describe facets in which Kenya’s cultures differ from their own.
- describe facets in which Kenya’s cultures are similar to their own.
- articulate new insights about themselves and their own relationships as they directly interact with individuals and groups from Kenya.

COURSE REQUIREMENTS

Required Readings

Cultures and country surveys

Sanneh, Translating the Message
David Dixon, “Missions in Africa: The Historical Context”
Kwame Bediako, Christianity in Africa
Mark Shaw, Global Awakening

Literature from the host culture

Jomo Kenyatta, Facing Mount Kenya
Study of culture including culture theory, cross-cultural communication, cultural relativism, and culture shock

David Livermore, Serving with Eyes Wide Open: Doing Short-term Missions with Cultural Intelligence

Preparatory Meetings/Discussion
Students are expected to attend and participate in all pretrip preparatory meetings and discussions. Some readings may be required before specific meetings.

Analytical/Reflective Papers
Two reflective essays that synthesize ideas from the readings, group discussions and personal observations will be written, one at the beginning of the trip and one at the end. The first essay has three purposes intended to create a framework for synthesizing the information students will be receiving during the experience.

- First, the initial essay will synthesize readings and demonstrate preparedness to engage the intercultural experience.
- Second, it will identify some individual learning goals each student has for the trip, especially paying attention to the Experiential Learning Initiative (ELI) objectives for cross-cultural courses.
- Third, it will identify a particular aspect of the local culture (i.e., family relationships, education, food, business, healthcare, festivals, children’s play) that the student will explore during the trip. This focus area will provide a theme for discussion in the final essay.

The second essay will build upon the first, describing ways in which the experience confirmed or differed from expectations and ideas suggested in the earlier essay. The essay will specifically link experiences back to concepts in the readings as well as experiences and discussions while in Kenya. This second essay will include reflections on objectives relevant to the Experiential Learning Initiative (ELI) and draw from observations included in journaling during the trip. It will also develop a particular cultural theme in more depth. Finally, it will include a 60-second (150 word) summary of the experience highlighting a key element for a friend or potential employer.

Discussion/Participation/Service
Students are expected to participate in all group activities including site visits, seminars, service projects, instruction sessions on the participant observation methods, and so on, both before the trip and during it. Students should plan to contribute to group “processing” sessions regarding observations and readings. It is also expected that students will exhibit sensitive, helpful, and courteous behavior to all persons with whom they come in contact.

Specifically, we will be working with a church group that ministers to street children and women whose lives have been affected by AIDS and (often) prostitution. Some of the work may be manual labor helping meet physical needs, but all will include working side-by-side with Kenyans and interacting with them. Although the trip does not include a home stay per se, we
will be visiting several Kenyan homes and engaging with people across a spectrum of social strata.

The travel schedule is arranged so that on most days, the group will have time for reflection and discussion in the evenings after dinner. This will sometimes be conducted with input from the Kenyan host family, a couple who have also spent significant time in the United States and are adept at bridging the cultural gap for Americans.

**Journal**

An important component of this course is journaling and personal reflection on one’s experience. Students should keep a daily journal in which they highlight key activities of the day, delineate unique observations, and reflect upon insights gained. Students should also pay particular attention to one aspect of the local culture (i.e., family relationships, education, food, business, healthcare, festivals, children’s play). This focus area will provide a theme for discussion in the final essay. Notes from observations and interview with people on the specific topic should also be offset and maintained in the journal.

Additionally, the journals may be used as source material for the second essay and ELI deliverable, so ideas relevant to those goals should be reflected in the entries as well.

Journals may be handwritten, as access to computers will be limited. You should bring a notebook specifically for this purpose.

If concerns arise about the contents of journals, the faculty leaders reserve the right to discuss that with the student and any relevant college personnel.

**Experiential Learning Initiative (ELI) Objectives, Reflection and Deliverable**

Students will design learning objectives at the beginning of the ELI experience that are driven by the overarching ELI objectives of meaningful career development and community engagement. Students will personalize specific objectives in all of the following categories, in light of their unique situation and goals:

- **Professional**
  
  *Regardless of whether or not your ELI relates explicitly to your career goals, 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 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.*

ELI Learning Objectives will be due as part of the first essay early in the trip.
Students will answer the following common ELI reflection questions as part of the second essay to reflect on their learning outcomes. (See the syllabus attachment the ELI evaluation rubric.)

As a result of your ELI 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.
   1. Transferable Skill 1:
   2. Transferable Skill 2:
   3. 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 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.

To ensure that the ELI leads to the stated outcomes of career development and community engagement, students will be required to translate the learning from their reflection into a “deliverable” that is contextualized for an external audience relevant to the students’ future goals (employer, graduate school, etc.). This project will build upon content created in the various papers and journal that are also part of this course.

The ELI deliverable will be in the format of a reflective essay (the second essay in the course). This essay may draw upon daily blogging the group will be doing about what they are experiencing, a way of sharing their experience with friends and family. Students will also be encouraged to develop brief descriptions of the trip to share with interested friends upon their return to the U.S. They often need a brief, 60-second answer to the question, “So, how was your trip to Kenya?”
Note: Faculty will score student responses to reflection questions and deliverable according to the ELI assessment rubric and submit the results to the Off-Campus Programs Advisory Committee for ELI.

**ASSESSMENT/EVALUATION**

Students’ grades will be based on the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% - Pretrip attendance</td>
<td></td>
</tr>
<tr>
<td>20% - Analytic Essay #1</td>
<td></td>
</tr>
<tr>
<td>40% - Analytic Essay #2/ELI Project</td>
<td></td>
</tr>
<tr>
<td>20% - Journal</td>
<td></td>
</tr>
<tr>
<td>10% - Discussion/Participation</td>
<td></td>
</tr>
<tr>
<td>*Course Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

*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.

**TENTATIVE SCHEDULE**

January:

9    Baggage weigh and departure
10   Arrival in Kenya
11   Kijabe orientation—colonialism and missions
12   Kijabe Church—themes in African Christianity; multicultural influences; Essay 1
13   Mai Mahiu—wealth, poverty and power; service
14   Moffat College/CURE—education
15   Elephant and giraffe centers—environmental concerns
16   Kijabe home visit (middle class home)—wealth, poverty and power
17   Rift Valley Academy—support infrastructure for missions, NGOs
18   Lulu Place—wealth, poverty and power; service
19   Rift Valley Fellowship—themes in African Christianity; Journal check
20   Bomas of Kenya—traditional African cultures
21   Mai Mahiu—wealth, poverty and power; service
22   Shadowing—work and careers
23   Safari—environmental concerns; tourism
24   Safari—environmental concerns; tourism
25   Safari—environmental concerns; tourism
26   Nairobi Baptist Church—themes in African Christianity; Journal check
27   Packing day
28   Departure from Kenya
29   Return to campus

Feb. 2 Essay #2, ELI Project due

**TECHNOLOGY**
The use of computer technology and mobile devices presents particular challenges during cross-cultural experiences, including in Kenya. Cell phones and computers are a part of Kenyan culture, just like in the U.S., but with unique considerations. Some revolve around context—not everyone in Kenya can afford a device, and Americans flashing their expensive phones can be targets for theft. Even in places where technology is in use, bandwidth is often very limited. Because most of us are used to free, unlimited service, we are usually very poor at recognizing how our own usage may impact others. Furthermore, a great deal of research suggests our technology use is detrimental to ourselves, to others in groups we may be part of, and to overall educational experiences.

Because of these many considerations, technology use will be strongly discouraged and significantly limited on this trip. More details will be given during pretrip sessions, but in general, technology will be limited to the guest house where we will be staying, and uploading of photos and videos will be even more limited. To be considerate of other internet users at the guest house, we will prepare a daily blog to share with family and friends, so that a single, thoughtful entry can keep everyone up to date without the need for each person on the trip to be using significant data.

Student compliance is expected with any technology guidelines laid out in pretrip sessions or during the trip itself if particular issues arise. An initial infraction will result in a warning, but a second infraction will result in a letter grade deduction to the final course grade.

**FINANCIAL INFORMATION**

1. The course fee for this cross-cultural course is $______ less the $200 deposit. The balance that will be assessed to your bill is $________. (Due to the variability of international currency, please note that final course fees will be published in the fall.)
2. 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.)
3. 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 fundraising is not permitted.)
4. 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.
5. 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. **Passports** – You must have a valid passport.
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. **Shots** – Be sure immunizations are up to date and that you receive any vaccines recommended for travel.

4. **Medical Information Form** – Be sure to return your Medical Information Form by __________________________. 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.

5. **Telephones** – Remind your significant others that telephone calls may be few and far between. Instead, we’ll do our best to keep a blog site updated daily.

6. **Medication** – All medication, both over-the-counter and prescribed, should be in its properly labeled container.

7. **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 additional expense will be paid by the student being expelled from the class. Students are also required to sign a study abroad contract which outlines expectations on behavior and conduct.

8. **Information for 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.

9. **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.

   **EXCEPTIONS:**
   Of-age students may responsibly consume alcohol:
   1. When they are with their parents or guardians.
2. When the occasion is consistent with celebrations, rituals, or religious traditions (i.e., toasting at weddings, taking communion) associated with family or a host family.

If you have questions concerning the alcohol policy and/or its application to certain situations, you are encouraged to contact the Office of Community Development in Eisenhower 204, (717) 796-5239. Violation of this policy may result in sanctions ranging from a letter of reprimand to expulsion.

10. **Insurance Policy** - The current international travel assistance insurance for which students and faculty pay when they travel abroad specifically excludes liability (i.e. refuses to 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.). Faculty is not to include such activities in course curriculum or to otherwise authorize students to participate in them.
<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>CWEO</th>
<th>DIMENSION</th>
<th>DEFINITION</th>
<th>NO ATTEMPT</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful Careers</td>
<td>5.d - interests, abilities, and limitations</td>
<td>Identifying Personal Strengths/Abilities (Questions 3 and 4)</td>
<td>Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience</td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>5.c. - sense of vocation/career that transcend career choice</td>
<td>Sense of Vocation (Questions 1 and 2)</td>
<td>Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic integration</td>
<td>Academic Integration (Question 5)</td>
<td>Student identifies specific ways in which academic learning informs ELI experience and/or ELI experience informs classroom learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Engagement</td>
<td>5.e. - role in community</td>
<td>Role in Community /Leadership</td>
<td>Student develops and specifically demonstrates awareness of his/her role, both personally and professionally, in society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.b. – leadership – civic responsibility</td>
<td>(Question 6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of Deliverable</td>
<td></td>
<td></td>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>