
AZUSA PACIFIC UNIVERSITY
Department of Global Studies & Sociology

GLBL 420
INTERCULTURAL JOURNEYS

Wednesdays 2:10-5:10 p.m.
Spring Semester, 2004

COURSE DESCRIPTION

This seminar style course is designed primarily to provide Global Studies seniors and other returning Global Learning Term (GLT) students an opportunity to reflect on how experiences in the major have impacted their personhood. In rediscovering oneself through encountering others locally and globally, total learning experiences (curricular, cross-cultural and LA Term/GLT) will be processed, re-interpreted, and integrated into a coherent, connected whole. The glue that connects the various aspects of learning is Christian spirituality. In achieving the above-stated goals, Part I will focus on enhancing self-understanding within the classroom community, while Part II will focus on discerning one's vocation in life.

CORE LEARNING OUTCOMES

- Demonstrate the ability to process the "total Global Studies experience" -- how it has affected your faith, cultural identity, politics and life aspirations, and the extent to which you have been able to integrate these experiences into your daily life.
- Successfully present the results of one's Global Learning Term with classmates and other Global Studies faculty and students in a public venue.
- Demonstrate a clarified vocational direction through writing and oral discussion as a result of spiritual guidance, reflective reading, and career testing.
- Create a personal design project that reflects one's theology of vocation, a personal mission statement, resume, current competencies, strengths, passions, future dreams, and "next steps."

COURSE COMPONENTS

- *Reflection.* Considering oneself—cognitively, affectively and evaluatively--in relation to others and to academic concepts.
- *Processing.* Exploring and uncovering how new experiences and insights impact oneself and others.
- *Presentation.* Telling stories of learning and unlearning creatively as a group to the community.
- *Integration.* Putting together all the learning pieces into an integrated whole.

- *Re-definition.* Assuming new perspectives on self, others, communities, and academic knowledge.
- *Vocational direction.* Deepening and sharpening one's sense of vocation and direction.
- *Mentorship.* Meeting with a mentor regularly chosen by the student in consultation with the instructor.

REQUIRED MATERIALS

Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation.* Jossey-Bass, 1999.

Sam Keen & Anne Valley-Fox, *Your Mythic Journey: Finding Meaning in Your Life Through Writing and Storytelling.* Los Angeles: Jeremy P. Tarcher, 1989.

Tom Sine, *Live It Up.* Herald Press, 1994.

Paul Tieger and Barbara Barron-Tieger. 2001. *Do What You Are.* Little Brown & Company

RECOMMENDED MATERIALS

Joan Chittister, *Wisdom Distilled from the Daily: Living the Rule of St. Benedict Today.* Harper San Francisco, 1991.

Brian J. Mahan and Robert Coles, *Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition.* Jossey-Bass, 2002.

COURSE "GROUND RULES"

- *Attendance, Preparation, and Participation:* Students are expected to arrive to class on time, come fully prepared, and participate actively in class discussions and activities. These are important components of the course and will factor into your course grade. Anticipated tardies and absences must be discussed with the professor and may affect your grade. Make-up work may be negotiated for absences due to medical or emergency reasons.
- *Deadlines.* All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty. Incompletes are rare and are available only in "special or unusual circumstances" as negotiated with the instructor prior to the end of the term. See *Student Handbook* for policies regarding Withdrawals and grade record permanence
- *Advance Assistance.* Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).
- *Assignment Options.* Students interested in proposing other means (different than those outlined above) for demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of

this course may do so. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-level study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

- *Course Changes.* Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion. Students are responsible for knowing information provided in class whether or not they are in attendance when the information is given.
- *Withdrawal Policy and Grade Permanence.* See *Catalogue* for these and all policies relating to academic records).
- *Emergency Procedures.* It is highly recommended that you leave the *class title, room and building location*, and the APU campus main phone number with family and/or other contacts you wish to be notified in case of an emergency. That number is (626) 969-3434.

COURSE FRAMEWORK

PART I: *Self-Other Reflection*

1. Attend class meetings. Class attendance (more than 1 absence will lower your grade by 2 points each absence,) and active participation (not coming prepared for in-class exercise will also lower your grade 2 points). Each tardy and early departure lowers your grade 1 point (**20 pts.**)
2. Find a spiritual mentor of your choice, in consultation with the professor, and meet with the mentor once a week. Keep mentor session log. Due Week 15.
3. Write two Book Reviews: Palmer, Keen/Valley-Fox, (3 page double spaced, 10 pts each = **20 pts.**). Palmer review due Week 4. Keen/Valley-Fox Review due Week 6.
4. Present a creative expression of your GLT and LA Term experiences either in the classroom or in campus wide settings (**15 pts.**). Due Week 7.
5. Write a self-understanding paper incorporating #1, 2, 3, 4 (10 page double spaced, **20 pts.**). Due Week 7.

Total points for PART I: **75 pts**

Part II: *Discerning Vocational Direction*

1. Conduct vocational interview with spiritual mentor. (3 page double spaced, **10 pts.**). Due Week 9.
2. Write book review (Sine, **10 pts.**). Due Week 10.
3. Identify your personality type and vocation profiles in Tieger & Tieger's book (**10 pts.**). Due Week 12.

4. Write a final integration paper that relates “God’s glory, your joy, and the neighbor’s good” (James Fowler). Connect *Theology of Vocation* to both *Self* and *Global Issues* in the form of a Career and Life Design: 10 pages, double spaced, 11 or 12 point font, references, and any relevant appendices (**20 pts**). Due Week 14. Include the following:
 - Cover Page
 - Table of Contents
 - Introduction
 - Calling and Vocation
 - Selfhood
 - Community
 - Service
 Appendices:
 - Personal mission statement and resume
 - Career testing assessments (MBTI, LSI, BVI, other exercises.)
 - Competency self-assessment: cognitive, affective, and evaluative
5. Submit mentor log (**15 pts**). Due Week 15.
6. Complete a *Course Evaluation* (3 pages). How have you met the course objectives and competencies as well as your own objectives for the course? (**10 pts**)

Total Points for Part II: **75 pts**

GRADING

A range = 150-135 pts.

B range = 134-120 pts.

C range = 119-105 pts.

D range = 104-90 pts.

WEEKLY SCHEDULE

PART I: *SELF-OTHER REFLECTION*

Week 1: *Listening*

- Introductions and group building
- Course overview and context
- Listening to Life
- Discovering Life

Reading: Palmer (1-17), Sine (11-32)

Small group exercise: Sine (32); Come prepared.

Week 2: *Reflecting*

- Becoming myself
- Journey into darkness
- Selfhood, society, service

Reading: Palmer (17-36), Sine (33-62)

Small group exercise: Sine's cases (33-62), Come Prepared

Week 3: Processing

- Cognitive, affective, and evaluative development
- The public self
- The private self
- The unknown self
- Learning our limits
- Suit yourself

Readings: Sam Keen (1-30), Palmer (37-72), Tieger & Tieger (3-51)

Small group exercise: Keen (10); Come prepared.

Week 4/5: Telling a Story

- Narratives-issues-reflection-questions
- Intercultural journeys and rites of passage
- Worldview clash, worldview change.
- Inner work in community
- Gifts and wounds

Readings: Sam Keen (30-129), Palmer (73-94)

Small group exercise: Keen (45), Come prepared.

***Palmer review due**

Week 6: Connecting with the Story of God

- My story and God's
- God of Reality
- Shadows and spirituality
- Cosmic time

Readings: Sine (63-112); review Palmer (50-72) and Keen (104-129).

Small group exercise: Sine (92) and Keen (121-122); Come prepared.

***Keen Review due**

Week 7: Creative Presentation

- GLT/LA Term Reflection Presentations
- Self-Other-Community

***Self-Understanding Paper due (7-page double-spaced)**

PART II: DISCERNING VOCATIONAL DIRECTION

Week 8: Discerning Vocation

- Seasons of life
- Choosing a life that counts

Readings: Sine (113-132) and Palmer (95-109); Review: Keen (104-114)

Sine exercise (131), Keen (107); Come prepared.

Week 9: *Tools for Vocation*

- The secret of career satisfaction
- Identifying innate strength
- Discovering a life you can love

Readings: Tieger and Tiger (54-84) and Sine (133-160)

Small group exercise: Sine (159); come prepared

****Vocational Interview with Spiritual Mentor due***

Week 10: *Analyzing Profiles*

- Profiles of Career Satisfied People
- Review of Global Studies competencies

Readings: Tieger & Tieger (103-355). As a group each student will select 3 profiles to present to the class.

****Sine Book Review due***

Week 11: *Re-Directing*

- Leading from within
- Turning around
- God and one's vocation

Reading: Sine (185-212); Review: Palmer (53-94)

Small group exercise: Sine (197); come prepared.

March 23-April 1: Spring/Easter Break

Week 12: *Vocational Direction*

- Crafting a mission statement
- Call for whole-life discipleship
- Call for whole-life stewardship
- Personal mythology

Review: Sine (133-160) and Palmer (1-17)

Small group exercise: Keen (xv, xvi); come prepared.

****Personality Type and Vocational Profiles due***

Week 13: *Sharing Life*

- Career and life design-true vocation
- Creating new possibilities
- Unleashing your imagination

Readings: Sine (161-225) and Tieger & Tieger (101-121)

Small group exercise: Sine (203-204); come prepared.

Week 14/15: *Integration*

- Paper Presentations

****Integration Paper due Week 14***

****Mentor Log due Week 15***

Week 16: *Finale*

- Dinner together
- Feedback on Career Design

BOOK REVIEW OUTLINE

NAME: _____

DATE: _____

1. *Description:***A. Bibliographic information (see course outline):****B. Thesis of text** (What “big idea” is the author trying to argue/communicate?)**C. Summary of major themes/concepts/ideas:****2. *Interpretation*** (What does it mean to you? What questions, issues, disagreements were raised for you? Why is it important in the world?)**3. *Application*** (How can you apply specific insights to your situation?)

COURSE RESOURCES

- Anderson, Ray S. 1995. *Self Care: A Theology of Personal Empowerment & Spiritual Healing*. Bridgepoint Book.
- Bolles, Richard Nelson. 2003. *What Color Is Your Parachute 2003*. Ten Speed Press.
- Briggs, Jean. 1970. *Never in Anger: Portrait of an Eskimo Family*. Harvard University Press.
- Chittister, Joan. 1991. *Wisdom Distilled from the Daily: Living the Rule of St. Benedict Today*. Harper San Francisco.
- Clinton, Robert. 1997. *Lifelong Leadership Development Reader*, Fuller Theological Seminary.
- Daloz, Laurent. 1999. *Mentor: Guiding the Journey of Adult Learners*. Jossey Bass.
- Grudermeyer, David, Rebecca Grudermeyer, & Lerissa Nancy Patrick. 1995. *Sensible Self-Help: The First Road Map for the Healing Journey*. Willingness Works Press.
- Hubbs, Clayton et al. 2002. *Work Abroad: The Complete Guide to Finding a Job Overseas*, 3rd ed. Transitions Abroad Publishing.
- Imber-Black, Evan, & Janine Roberts. 1993. *Rituals for Our Times: Celebrating, Healing, and Changing Our Lives and Our Relationships*. HarperPerennial.
- Kruemplmann, Elizabeth. 2002. *The Global Citizen*. Ten Speed Press.
- Mahan, Brian and Robert Coles. 2002. *Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition*. Jossey-Bass.
- May, Rollo. 1983. *The Discovery of Being*. W.W. Norton and Company.
- McIntosh, Gary L. & Samuel D. Rima, Sr. 1997. *Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*. Baker Books.
- Mueller, Nancy. 2000. *Work Worldwide: International Career Strategies for the Adventurous Job Seeker*. Avalon Travel Publishing.
- Nouwen, Henri. 1994. *Gracias! A Latin American Journal*. Orbis Books.
- Palmer, Parker. 1999. *Let Your Life Speak*. Jossey-Bass.
- Parks, Sharon. 2000. *Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose, and Faith*. Jossey Bass.
- Sine, Tom. 1994. *Live It Up*. Herald Press.
- Tieger, Paul and Barbara Barron-Tieger. 2001. *Do What You Are*. Little Brown & Company.
- Satir, Virginia. 1998. *The New Peoplemaking*. Science and Behavior Books.