



Class Information

Day and Time: M 8-10:45

Room Number: E201

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: (O) 214.818.1323; (M) 630.251.0636 (please download WhatsApp and add my number)

Instructor Office Hours: M 5:30-7:30 PM; T/R 2-3 PM

Course Description and Prerequisites

An examination of the biblical, theological, and ethical foundation of the *mission Dei* (i.e., the mission of God) and a utilization of group collaboration as well as demographic and ethnographic research in serving as ambassadors, cultivators, peacemakers, and problem-solvers. The course prepares students to effectively participate in CRIS 202, Global Learning and Service Lab. (Prerequisite: COM 201; Not open to Freshman students; Students must take CRIS 201 and CRIS 202 within a single academic year).

Course Objectives

- Demonstrate an understanding of the biblical, theological, and ethical foundation of the *mission Dei* and its implications for engaging in effective global learning and service.
- Grow in understanding various cultural differences in teaching and learning.
- Be equipped mentally and spiritually for engaging in a strategic and impactful short-term cross-cultural service project in Israel-Palestine.
- Grow in understanding the complex and diverse factors that have contributed to the Israeli-Palestinian conflict.
- Collaborate with fellow students in undertaking demographic and ethnographic research on Israel-Palestine and preparation for a service project.

Required Textbooks

NOTE: In addition to the two books below, topic-specific articles, chapters, and essays will be provided by the professor in Canvas (see the schedule below). **Please bring your books to each class:**

Ott, Craig. *Teaching and Learning Across Cultures: A Guide to Theory and Practice*. Grand Rapids, Michigan: Baker Academic, 2021. ISBN: 9781540963109. 336 pages.

Wright, Christopher J. H. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids, Mich.: Zondervan, 2010. ISBN: 9780310291121. 301 pages.

Course Requirements and Assignments

- A. **CLASS PARTICIPATION (10%)**: Students are required to attend and complete all assignments prior to coming to class. **Active participation** in discussions of reading, lectures, and group collaboration is expected. To **receive credit** for each class attended, students should **record at least 3 "takeaways"** that you garner from each class's activities. You will write these on a **piece of paper** with your **name and date at the top** and **hand it in to the professor at the end of each class**. Absences, whether excused or not, will negatively impact your grade, **particularly on days devoted to group collaboration**, since you are not present to participate. At the discretion of the professor, a participation under 80% will result in a letter grade reduction; 74% or lower will result in an "F" for the course.'
- B. **WRIGHT DISCUSSION QUESTIONS (15%)**: Students are required to **read** the assigned chapters from **Wright** in their entirety and then, using the **report form in Canvas**, answer **2 of the discussion questions** (i.e., the "relevant" questions) each week. For weeks where two chapters are assigned to read, students should select one question from each assigned chapter (chapters 1 and 15 do not have any questions to answer). For weeks where you are assigned one chapter to read, students should select two questions from that chapter. Students should **type the full text of the questions you are answering** into the space provided in Canvas. This assignment is to be submitted **each week by midnight before class**. No make-ups for missed assignments will be allowed; however, of the 13 assignments you submit, your lowest 2 grades will be dropped.
- C. **OTT QUIZZES (15%)**: A quiz will be administered **each week** to determine your comprehension and mastery of the required reading assignments from **Ott**. The quizzes are **open-book**, but students must read the assigned chapters in their entirety before taking the quiz. There will be no make-up quizzes for any reason; however, of the 13 quizzes, your lowest 2 grades will be dropped.
- D. **CONTENT SUMMARIES ON SELECT ARTICLES/CHAPTERS (15%)**: During the designated weeks in the schedule, students are to read the select articles/chapters which are devoted to topics of special concern related to theology, Israel-Palestine, history, geopolitics, etc. This material is to prepare students for special lectures and discussions related to these topics. For each article/chapter, students are to **write a singled spaced 1-page (maximum) content summary**. Each summary should be uploaded **to Canvas** by the due date in **PDF format**. No cover page is necessary, but students should put their name and list the title of the article/chapter they are summarizing at the top. Direct quotes from the material can be notated by putting the page numbers in parentheses; footnotes are not needed. The goal of this assignment is to summarize concisely and in narrative format the **main ideas and key points** of what is written **using your own words**. The summaries are due **at midnight** on the evening before we discuss the material in class. There will be **no** make-ups for any reason; however, your lowest grade for this assignment will be dropped.
- E. **COLLABORATIVE RESEARCH PROJECT (35%)**: (**NOTE**: Successful completion of this assignment is mandatory to pass the course). Students are required to work in **collaborative teams** and produce an ethnographic profile of the people groups (PGs) we will be learning about and potentially serving among during the service project in Israel (**the professor will assign you to these teams**). The research should be **20-25 pages (maximum)** and should include each of the elements listed below. The final paper is due by **midnight on Dec 5th** and group presentations will take place on **Dec 6th in class**. Focus for the **presentations** should be on basic PG demographics and the service project (not every element in the research project outlined below). Please utilize **PowerPoint, etc.** for the presentation and follow the professor's instructions on time limits closely:
 - **Demographic Information on the PG (3-4 pages)**: This can be gleaned from numerous websites,

including those from the United Nations, CIA, or from the governments of Israel and the Palestinian Authority. You should include data concerning the population and age distribution, education and literacy statistics, languages spoken, socio-economic data, family, special holidays/symbols, etc. Include a map of the country and any other demographic information you deem important for understanding your assigned PG.

- **Recent History (3-4 pages):** What have been the most important historical events among your PG over the past 100 years? Describe these in chronological and narrative format, documenting your sources as you go. A good resource for some of this information related to Israel-Palestine is:
 - Smith, Charles D. *Palestine and the Arab-Israeli Conflict: A History with Documents*. Boston, MA: Bedford/St. Martins, 2013.
- **Sketch of Religious/Philosophical Worldview (3-4 pages):** Your research should include information on what religion(s) the people adhere to, variations in religious observance amongst this PG, and provide a brief sketch of their beliefs/worldview. This section should also include information on the presence of indigenous, evangelical churches/congregations amongst your PG.
- **Service Project Curriculum (7-10 pages):** Drawing from things you have learned in the Ott book, design a curriculum for a **4-day summer camp** on the theme **“Living from the Inside Out: Critical Thinking and Life Choices”** for **40 middle school children** (grades 6-8) from your respective PG. The professor will provide a **proposed schedule template** and **lesson plan template on Canvas (see Supplemental files at the bottom of the home page)**; however, the curriculum for stations/sessions, any materials that might be needed, lesson plan/sport activity/craft content, PowerPoint outlines, etc. are up to each team to create. You should assume that you will have access to classrooms with projectors/screens as well as adequate outdoor space for activities. In the lesson plans, please briefly include a rationale for each lesson’s / activity’s content that relates to the theme, outline expectations regarding the roles of teachers/learners, provide suggestions for the number of teachers/volunteers for each lesson/activity, and expected/hoped-for outcomes. Please use your creativity in producing content the camp curriculum. During the **final class session**, each team will present a sketch of what your team has planned for the camp.
- ** **NOTE about Collaboration:** Each PG team is responsible for collaborating with other members of your group. **All members share equal responsibility for the end product – the research project – and will be graded on the basis of that end product.** Group dynamics, including methods of communication, distribution of assignments/workload, etc., should all be handled and agreed upon within the team. Should any team find it abnormally challenging in working with group members, please **notify the professor** immediately so that conflict resolution measures might be taken. Each member of each PG team will submit the **same paper** produced by your team, but you are required to upload it in **PDF format** individually into Canvas.
- ** **NOTE about Documentation:** You must footnote all the information you put into your research study. Failing to do so could result in an “F” for this assignment.
- ** **Grading Rubric:** Below is the rubric used to grade this assignment:
 1. Collaboration/Group Presentation (15%) – communication, group dynamics, presentation
 2. Format, Spelling, Grammar, Documentation (15%)
 3. Demographic Information (15%)
 4. Recent History (15%)
 5. Sketch of Religious/Philosophical Worldview (15%)
 6. Service Project Curriculum (25%)

F. **TRIP-RELATED TASKS (10%):** Student diligence in abiding by payment deadlines, policies, and **communicating regularly** with Martha Batts and your professor about your progress in fund-raising is expected and will be reflected in this portion of your grade. Additionally, one session near the end of the semester is dedicated to trip orientation. Special travel instructions, security details, and general orientation

for the trip will be included. Attendance is **mandatory** and is considered part of your trip grade.

Course Policies and Information

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, the professor will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

2022 ISRAEL TRIP (\$4000)

JULY 2022 (**TENTATIVE**)

Students must enroll in and successfully complete both CRIS 201 Global Service and Learning and CRIS 202 Global Service and Learning Lab (i.e., the trip) within a single academic year. All students must adhere to the following payment policies and deadlines (see the deadlines below):

- By the end of the **second week** of the semester, students must have turned in **all of the following** to the Criswell College Travel Coordinator (i.e., **Martha Batts**): (1) a \$250 deposit, (2) a copy of their passport (or a copy of the application), and (3) a student travel profile. If you are unable to meet this deadline, you will have the option of dropping the course with a grade of “W” and a refund of tuition/fees in accordance with the Add/Drop Course policy and the Tuition Refund Schedule in the catalog (please see the catalog for details). Students are advised to contact the Financial Aid Office before dropping a course to learn how it could affect their financial aid for the semester.
- By the end of the **seventh week** of the semester, students must have turned in 50% of the trip cost and have turned in a copy of their passport or they will be encouraged to withdraw from the course and be removed from the trip.
- By the end of the **twelfth week**, students must have turned in 75% of the trip cost or they will receive an “F” for the course and be removed from the trip.
- By the end of the **sixteenth week**, students must have turned in 100% of the trip cost or they will receive an “F” for the course and be removed from the trip.

The following payment deadlines apply for SP21:

- \$250 deposit due by end of week 2 (8/27/21)
- 50% due by the end of week 7 (10/1/21)
- 75% due by the end of week 12 (11/5/21)
- 100% due by end of week 16 (12/3/21)

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide

further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

WEEKS/TOPICS	DATE	ASSIGNMENTS	DUE DATE
		WDQ=Wright Discussion Questions OQ=Ott Quiz CS=Content Summary	
Week 1: Introduction	Aug 16	Introduction to the course Collaborative Teams WhatsApp Student Travel Profile The <i>missio Dei</i>	
Week 2: Teaching & Learning; Demographic & Ethnographic Research	Aug 23	OQ #1: O (Preface; Ch. 1) WDQ #1: W (Preface; Intro; Chs. 1-2 – answer 2 questions from Ch. 2 only) PAYMENT DEADLINE #1 (8/27): Turn in the following to Martha Batts: (1) \$250 deposit, (2) copy of your passport (or the application), and (3) student travel profile	Midnight 8/22
Week 3: Teaching & Learning; Crossing Cultures	Aug 30	OQ #2: O (Ch. 2) WDQ #2: W (Ch. 3) CS #1: Ashford, “The Gospel and Culture”	Midnight 8/29

Week 4: Group Collaboration	Sept 6	LABOR DAY – NO CLASS SESSION – Work on Collaborative Projects OQ #3: O (Ch. 3) WDQ #3: W (Ch. 4)	Midnight 9/5
Week 5: Teaching & Learning; Judaism 101	Sept 13	OQ #4: O (Ch. 4) WDQ #4: W (Ch. 5) CS #2: Cohen, “The Emergence of Rabbinic Judaism”	Midnight 9/12
Week 6: Teaching & Learning; The People of God	Sept 20	OQ #5: O (Ch. 5) WDQ #5: W (Ch. 6) CS #3: Gentry & Wellum, “Kingdom through Covenant: A Biblical-Theological Summary” Guest Lecture: Dr. Everett Berry	Midnight 9/19
Week 7: Teaching & Learning; Middle Eastern Christianity 101	Sept 27	OQ #6: O (Ch. 6) WDQ #6: W (Ch. 7) CS #4: Griffith, “The Church in the Shadow of the Mosque” PAYMENT DEADLINE #2 (10/1): 50%	Midnight 9/26
Week 8: Teaching & Learning; Group Collaboration	Oct 4	OQ #7: O (Ch. 7) WDQ #7: W (Ch. 8)	Midnight 10/3
Week 9	Oct 11	STUDENT DEVELOPMENT WEEK – Work on Collaborative Projects	
Week 10: Teaching & Learning; Islam 101	Oct 18	OQ #8: O (Ch. 8) WDQ #8: W (Ch. 9) CS #5: Reynolds, “The Qur’an and its Message”	Midnight 10/17
Week 11: Teaching & Learning; Survey of M.E. History	Oct 25	OQ #9: O (Ch. 9) WDQ #9: W (Ch. 10) CS #6: Lewis, “What Went Wrong?”	Midnight 10/24
Week 12: Teaching & Learning; The Arab-Israeli Conflict	Nov 1	OQ #10: O (Ch. 10) WDQ #10: W (Ch. 11) CS #7: Murray, “Apocalypse Later” PAYMENT DEADLINE #3 (11/5): 75%	Midnight 10/31
Week 13: Teaching & Learning; Global Political Economy	Nov 8	OQ #11: O (Ch. 11) WDQ #11: W (Ch. 12) CS #8: TBD Guest Lecture: Dr. Brandon Seitzler	Midnight 11/7
Week 14: Teaching & Learning; Group Collaboration	Nov 15	OQ #12: O (Ch. 13, not Ch. 12) WDQ #12: W (Ch. 13)	Midnight 11/14
Week 15	Nov 22	FALL BREAK – Work on Collaborative Projects	
Week 16: Teaching & Learning; Trip Orientation; Group Collaboration	Nov 29	WDQ #13: W (Chs. 14-15 – answer 2 questions from Ch. 14 only) PAYMENT DEADLINE #4 (12/3): 100%	Midnight 11/28
Week 17	Dec 6	In-Class Presentations; Collaborative Research Projects Due	Midnight 12/5