



Course Syllabus

CRIS 201

Global Learning and Service

Fall 2025

Class Information

Day and Time: T 4:45 – 7:15 PM

Room Number: E208

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: +1-630-251-0636

Instructor Office Hours: T/Th 8:30 – 9:30; 14:00-15:00

Course Description and Prerequisites

An examination of the biblical, theological, and ethical foundation of the *missio 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 Practicum. (Prerequisite: COM 201; Not open to Freshman students; Students must take CRIS 201 and CRIS 202 within a single academic year)

Course Objectives

- Demonstrate understanding of the biblical, theological, and ethical foundation of the *missio Dei* and its implications for engaging in effective global learning and service.
- Exhibit familiarity with the various cultural differences that impact cross-cultural teaching and learning.
- Show knowledge of the history, religions (i.e., Judaism, Christianity, and Islam), and events that have shaped the modern Middle East.
- Grow in comprehension of the complex and diverse factors that have contributed to the Israeli-Palestinian Conflict (IPC).
- Collaborate with fellow students in undertaking demographic and ethnographic research on the peoples of Israel-Palestine or a particular DFW refugee population in preparation for a service project.

Required Textbooks

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

Bridger, J. Scott. *The Israeli-Palestinian Conflict: A Biblical, Historical, and Theological Primer*. Easton, Maryland: Strategic Resource Group, 2025. **NOTE: The professor will provide this resource in Canvas.**

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. *The Great Story and the Great Commission: Participating in the Biblical Drama of Mission*. Grand Rapids, Michigan: Baker Academic, 2023. ISBN: 9781540966162. 176 pages

Course Requirements and Assignments

- A. **PREPARATION & PARTICIPATION (10%)**: Active preparation for and participation in this course includes successful completion of the following:
- Where pertinent, submit a **scan (not a picture/copy)** your passport to the professor **no later than the end of week 2** of the current semester (see ChatGPT or YouTube for how to make and send a scan by email from your device). For students who submitted their passports in COM 201, it is the **student's responsibility** to check with the professor and make sure he/she has a scan of your passport. **Submission of a picture/copy versus a scan will result in a "0" for this portion of your grade.**
 - Where pertinent, forward a copy of an **"approved" ETA** by email to your professor **no later than the end of week 2** of the current semester. Be prepared to pay approximately **\$7 by credit card**. Go to the following website to apply and make the selections below: <https://etaisrael.com>
 - i. The purpose of your visit is "Tourism,"
 - ii. Select a 90 day visa,
 - iii. Select a "Regular passport (national),"
 - iv. Use +1 as the country code for the USA when entering your phone number,
 - v. Use the following format for all dates DD/MM/YYYY.
 - **Successfully complete a background check and MinistrySafe training at the College.**
 - **Prepare and participate** in class and small group discussions of reading, take lecture notes, and engage in active group collaboration every class session per the schedule.
 - **NOTE**: At the discretion of the professor, a Preparation & Participation grade **under 80% will result in a letter grade reduction; 74% or lower will result in an "F" for the course.**
- B. **LECTURE/CLASS DISCUSSION QUIZZES (10%)**: During the **designated weeks** in the schedule, the professor(s) will present lectures and lead discussions on **topics of special concern** related to Scripture, theology, Israel-Palestine, history, geopolitics, immigration, etc. This material is to prepare students for understanding complex realities related to **Israel (and/or refugees and immigrants in DFW)**. For each lecture/discussion, **students will complete an in-class (or a take-home) quiz over the content**. Students must be **physically present in class to receive the quiz** (i.e., taking these quizzes to students who are absent is not allowed; neither is receiving the quizzes via email). There will be **no make-ups and no dropped grades** for this assignment.
- C. **ARTICLE/CHAPTER QUIZZES (15%)**: During the **designated weeks** in the schedule, students are to read the select articles/chapters **prior to attending class (they can be found in Canvas under the Week they are assigned)**. These are devoted to **topics of special concern** related to Scripture, theology, Israel-Palestine, history, geopolitics, immigration, etc. This material is to prepare students for understanding complex realities related to **Israel (and/or refugees and immigrants in DFW)**. For each article/chapter, **students will complete an in-class (or a take-home) quiz over the content**. Students must be **physically present in class to receive the quiz** (i.e., taking these quizzes to students who are absent is not allowed; neither is receiving the quizzes via email). There will be **no make-ups and no dropped grades** for this assignment.

- D. **WRIGHT QUIZZES (15%):** During the **designated weeks** in the schedule, a quiz will be administered to determine your comprehension and mastery of the required reading assignments from **Wright**. 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 9 quizzes, your lowest grade will be dropped.
- E. **OTT QUIZZES (15%):** During the **designated weeks** in the schedule, a quiz will be administered 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.
- F. **COLLABORATIVE RESEARCH PROJECT & PAPER (20%):** (**NOTE: Successful completion of this assignment is mandatory to pass the course**).
- Students are required to work in **collaborative teams** and produce a demographic/ethnographic profile of the people groups (PGs) we will be learning about and serving among during the service project in **Israel or for the domestic US trip**.¹ **The professor will assign you to these teams.**
 - The research should be roughly **20-25 double-spaced pages (maximum)** and should include each of the **four parts** listed below. It must be written in **TURABIAN FORMAT** and submitted as a **PDF** by each team member individually (i.e., each team member will submit an identical copy of their paper).
 - Each collaborative team is required to visit the **LIBRARY (as necessary) to learn about research methods and resources** and, **together**, take a **DRAFT of the whole paper** to the **WRITING CENTER** for evaluation. Each team member will then acknowledge that he/she visited the writing center prior to submitting the draft via Canvas by **midnight November 3rd**. **You must schedule an appointment using the following link: <https://calendly.com/criswell-tutoringcenter>.** The draft should include at least **one full paragraph for each of the four sections below, at least one curriculum lesson plan (out of four), and include correctly formatted footnotes.**
 - The final paper is due by **midnight on November 17th**, and group presentations will take place **in class on November 18th (you must use PowerPoint/Google Slides, etc.)**. Your focus for the **presentations** should be on basic **PG demographics** and **highlights from the service project teaching lessons** (not every element in the research project outlined below).
 - Below are the required four parts of the paper:
 1. **Demographic Information on the PG (~4 to 5 pages):** You should include data concerning the population and age distribution, education and literacy statistics, languages spoken, socio-economic data, family, special holidays/symbols, major cities, towns, and population centers, etc. Include a map of the country and any other demographic information you deem important for understanding your assigned PG. The following sites will assist you:
 - www.imb.org
 - www.joshuaproject.net
 - www.cia.gov/the-world-factbook
 - <https://stratus.earth>
 - www.cbs.gov.il
 2. **Recent History (~4 to 5 pages):** What have been the most important historical events among your PG over the past 100 years? Describe these in chronological and narrative

¹ See the criteria for exemptions from the Israel trip for CRIS 202 below under **Course/Classroom Policies and Information**. All students who are exempt from Israel are required to successfully complete the **domestic US trip for CRIS 202**.

format from the perspective of your PG, **documenting your sources as you go**. Good resources for some of this information related to Israel-Palestine are the following:

- a. Bridger, J. Scott. *The Israeli -Palestinian Conflict: A Biblical, Historical, and Theological Primer*. Strategic Resource Group, 2025.
 - b. Smith, Charles D. *Palestine and the Arab-Israeli Conflict: A History with Documents*. Boston, MA: Bedford/St. Martins, 2013.
 - c. Friedman, Thomas L. *From Beirut to Jerusalem*. New York, NY: Picador / Farrar, Straus and Giroux, 2012.
3. **Sketch of Religious/Philosophical Worldview (~4 to 5 pages):** Your research should include information on what religion(s) the people adhere to, variations in religious observance amongst this PG, and a brief sketch of their beliefs/worldview. This section should also include information on the presence of **indigenous, evangelical churches/congregations** amongst your PG.
 4. **Service Project Curriculum (~8 to 10 pages):** Drawing from things you have learned in the **Ott book**, each group will design a curriculum for a **camp** on the theme **“Living from the Inside Out: Critical Thinking and Life Choices”** for **30-40 high school students** (grades 9-11). **The professor will provide a LESSON PLAN TEMPLATE in Canvas that you are required to use and include in your paper (see Supplemental files at the bottom of the Canvas home page)**. Each team should prepare **four lesson plans** for the curriculum **[(1) a skit/story/teaching time, (2) sports/outdoor games, (3) crafts/indoor games, (4) building CQ cultural intelligence (i.e., growing in understanding intercultural communication categories)]**. You should assume you’ll have translators and access to classrooms with projectors/screens as well as adequate outdoor space for all activities. **In the lesson plans**, please briefly include a **rationale for each lesson/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. You should **glean insights from Ott in each of these regards**.

**** IMPORTANT NOTES:**

- Each PG team is responsible for collaborating with other members of your group. **All members share equal responsibility for the collaborative project – the final research paper**. 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 to work 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.
- You **must document every source in your paper** by properly formatted **footnotes**. Failing to do so could result in an “F” for this assignment.
- **Grading Rubric:** Below is the rubric used to grade this assignment:
 1. Draft (5%)
 2. Collaboration/Group Presentation (10%) – communication, group dynamics, presentation
 3. Format, Spelling, Grammar, Documentation (15%)
 4. Demographic Information (15%)
 5. Recent History (15%)
 6. Sketch of Religious/Philosophical Worldview (15%)
 7. Service Project Curriculum (25%)

G. **TRIP-RELATED TASKS (15%):** Active, prompt, and responsible participation in activities related to trip preparation is expected and will be reflected in this portion of your grade. This includes but is not limited to: trip orientation, curriculum preparation, team/group participation, responsiveness in communications, application for the ETA, student communication about fund-raising progress, and whatever else, at the discretion of the professor, deemed necessary in preparation for the trip.

Course/Classroom Policies and Information

ISRAEL TRIP POLICIES & EXEMPTIONS: The Israel trip is designed to complement each student's first major in Bible and Theology. It is also designed to extend each student's learning by applying it cross-culturally. The College believes that visiting the Holy Land and serving fellow image-bearers in challenging contexts cultivates graduates who exemplify the biblical qualities of ambassadors, cultivators, peacemakers, problem solvers, and professionals.

Exemptions from the Israel trip are limited to:

1. Documented chronic medical conditions (documentation needs to be provided when requested by an employee of the College)
2. DACA students (unless a student elects to apply for the proper permissions for entry into Israel and a safe return to the US without complication).
3. International students on an F-1 visa (unless a student has researched and provided documentation to the College regarding the requirements for entry into Israel and a safe return to the US without complication).
4. Any other student whose status in the US prevents them from traveling internationally.

If you are uncertain regarding your status, it is the student's responsibility to speak directly with the professor. Students in one of these categories who would prefer to go to Israel are required to **inform the professor as soon as possible and are responsible for researching the US's and Israel's exit/entry policies and visa requirements as they pertain to the student's status.**

PASSPORTS: For Criswell students, transfer students, and/or others who, for whatever reason, did not submit a scan of their valid passport to the College during COM 201, **you must provide it no later than week 2 of the current semester by email to the professor.** The passport must be valid for a least 6 months after the return date from Israel (see below).

STUDENT FUNDRAISING: Students are responsible to fundraise during CRIS 201 Global Learning and Service for the trip associated with CRIS 202 Global Learning and Service Practicum. All funds, whether contributed by the student, his/her parents, or other donors are **non-refundable per IRS 501(c)(3) policies.** Payment overages will be used to assist other students and/or offset trip-related costs.

WINTER SEMESTER 2025 ISRAEL TRIP (\$4,500)

DECEMBER 12–23, 2025 (TENTATIVE)

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

If you are unable to meet the deadlines below, you should be proactive to **drop the course** in accordance with the academic calendar, Add/Drop Course policy, and the Tuition Refund Schedule in the catalog (please see the catalog for details). **Students should contact your adviser, the Registrar, and 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 **second week** of the semester, students (**including Timothy students**) must have turned in **all the following** to the **responsible parties listed**:
 - **download and install the Telegram app on your phone. Send a message with your name from Telegram to +1-630-251-0636. By doing so, students agree to share their phone number with College employees and their classmates**
 - **a scan of your passport, if you did not provide it during COM 201 (to the professor)**
 - **\$250 deposit or the appropriate percentage for Timothy Students (to Martha)**
 - **complete a background check (by the Police Department)**
 - **complete Ministry Safe training (by the Police Department)**
 - **apply for and forward by email the student's "approved" ETA for Israel (to the professor)**
 - **a student travel profile (to Martha)**
 - **student waiver (to Martha)**
 - **share your T-Shirt size and any dietary restrictions on a public and shared spreadsheet (see Canvas and Telegram announcements)**
- 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 FA25:

- **\$250 deposit (or appropriate amount for Timothy Students) due by end of week 2 (8/29/25)**
- **50% due by the end of week 7 (10/3/25)**
- **75% due by the end of week 12 (11/7/25)**
- **100% due by end of week 16 (12/5/25)**

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.

- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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.

Course Policy on the use of Artificial Intelligence (AI)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

WEEKS/ LECTURE TOPICS	DATES	ASSIGNMENTS / PAYMENT DEADLINES TLAC Ott = Ott Quiz (on Canvas) GSGC Wright = Wright Quiz (on Canvas) ACQ=Article/Chapter Quiz (in class only) LQ=Lecture Quiz (in class only)	DUE DATES
Week 1	Aug 19	Introduction to the course (syllabus) Collaborative Teams Telegram Group Student Travel Profile Passport status Fundraising Strategies Background Check MinistrySafe Training Syllabus Quiz	
Week 2 Demographic & Ethnographic Research	Aug 26	TLAC Ott Quiz #1: O (Preface; Ch. 1) GSGC Wright Quiz #1 (Intro; Ch. 1) COMPLETE THE FOLLOWING: (1) download and install the Telegram app on your phone and message the professor, (2) \$250 deposit (or the appropriate percentage as a Timothy Student), (3) background check, (4) MinistrySafe Training, (5) ETA, (6) scan of passport, (7) student travel profile, (8) student waiver, (9) share your T-Shirt size and any dietary restrictions on a public and shared spreadsheet. LQ #1 PAYMENT DEADLINE #1 (8/29)	Midnight 8/25
Week 3 Crossing Cultures	Sept 2	TLAC Ott Quiz #2: O (Ch. 2) GSGC Wright Quiz #2: W (Ch. 2) ACQ #1: Ashford, "The Gospel and Culture" – be prepared for class discussion/quiz LQ #2	Midnight 9/1
Week 4 Rabbinic Judaism	Sept 9	TLAC Ott Quiz #3: O (Ch. 3) GSGC Wright Quiz #3: W (Ch. 3) ACQ #2: Cohen, "The Emergence of Rabbinic Judaism" – be prepared for class discussion/quiz LQ #3	Midnight 9/8
Week 5 MinistrySafe Training	Sept 16	TLAC Ott Quiz #4: O (Ch. 4) GSGC Wright Quiz #4 (Ch. 4)	Midnight 9/15

Week 6 The People of God (POG)	Sept 23	TLAC Ott Quiz #5: O (Ch. 5) GSGC Wright Quiz #5: W (Ch. 5) ACQ #3: Gentry & Wellum, "Kingdom through Covenant" – be prepared for class discussion/quiz LQ #4	Midnight 9/22
Week 7 M.E. History	Sep 30	TLAC Ott Quiz #6: O (Ch. 6) GSGC Wright Quiz #6 (Ch. 6) LQ #5 PAYMENT DEADLINE #2 (10/3): 50%	Midnight 9/29
Week 8 M.E. Christianity	Oct 7	TLAC Ott Quiz #7: O (Ch. 7) GSGC Wright Quiz #7 (Ch. 7) ACQ #4: Jenkins, "Lost History of Christianity" – be prepared for class discussion/quiz LQ #6	Midnight 10/6
Week 9	Oct 14	STUDENT DEVELOPMENT WEEK – WORK IN COLLABRATIVE TEAMS	
Week 10 Islam	Oct 21	TLAC Ott Quiz #8: O (Ch. 8) GSGC Wright Quiz #8 (Ch. 8) ACQ #5: Curry, "Mission to Muslims" – be prepared for class discussion/quiz LQ #7	Midnight 10/20
Week 11 The Israeli-Palestinian Conflict	Oct 28	TLAC Ott Quiz #9: O (Ch. 9) GSGC Wright Quiz #9: W (Ch. 9) ACQ #6: Bridger, <i>The Israeli-Palestinian Conflict</i> (sections 4, 5, 6, 8, 10 along with all corresponding endnotes) – be prepared for class discussion/quiz LQ #8	Midnight 10/27
Week 12 Global-Political Economy	Nov 4	DRAFT of Collaborative Research Project due to Professor (via Canvas) AFTER your team's visit to the Writing Center TLAC Ott Quiz #10: O (Ch. 10) ACQ #7 Fukuyama, "End of History?" AND Huntington, "The Clash of Civilizations?" – be prepared for class discussion/quiz Special Lecture: Dr. Seitzler PAYMENT DEADLINE #3 (11/7): 75%	Midnight 11/3
Week 13 Group Collaboration	Nov 11	TLAC Ott Quiz #11: O (Ch. 11) TLAC Ott Quiz #12: O (Ch. 13, not Ch. 12)	Midnight 11/10
Week 14 Group Presentations	Nov 18	Collaborative Research Project Due Group Presentations PAYMENT DEADLINE #4 (12/5): 100%	Midnight 11/17
Week 15	Nov 25	THANKSGIVING	
Week 16	Dec 2-3	Trip Orientation & Preparation (11 AM – 12 PM) – Attendance Mandatory	
Week 17	Dec 9-10	Trip Orientation & Preparation (11 AM – 12 PM) – Attendance Mandatory	