

This syllabus was used previously for this course and can be used as a guide for students choosing courses. The syllabus changes each semester and may be different upon students' arrival.

IDCC260 Urban Cross-Cultural
Messiah College—Philadelphia Campus
Tuesdays, 10:15am—11:15am
Spring Semester 2008
Course Instructor: N. Ryan Wilson

Course Description

This cross-cultural course deals with the theory and practice of navigating and interpreting the complex social context of the urban landscape with a special emphasis on North-Central Philadelphia. The city serves as an important setting for developing transferable skills in cross-cultural examination, understanding and practice.

Course Rationale

The course, taken alongside another MCPC course, meets the college-wide General Education requirement in cross-cultural studies. It does so by employing Philadelphia as text and context for studying multiethnic realities and dynamics within American urban society, and world cities at large. Students examine ethnic neighborhood communities through participatory observation, community engagement and reflective analysis.

Course Objectives

- To accurately identify and appropriately interpret cultural perspectives and variations in and between various ethnic groups.
- To participate in community engagement activities that allow for developing knowledge and skills necessary for contributing to and inhabiting complex urban neighborhoods.
- To learn and employ social competencies necessary for building positive and open cross-cultural relationships.

Course Materials and Texts

- *Reading City Life* by Patrick Bruch and Richard Marback
- The Holy Bible (various translations)
- Other articles and readings as assigned

Course Requirements

Attendance and Participation: It is assumed that each student is committed to achieving the highest educational value from this course. In order to accomplish that goal it is necessary to attend each class period and be actively involved in, and contribute to, class activities. Emphasis is placed on having carefully read all assigned materials and being prepared to engage in thoughtful discussion and analysis.

Statement on Attendance: Missing two class sessions will lower your course grade by one full letter (three absences will result in a two-letter drop). Coming late or leaving early by more than fifteen minutes will constitute an absence. Three late arrivals less than fifteen minutes equals one absence.

Statement on Participation: Students will also be graded on the quality of their individual contribution to in-class discussions and activities. To receive a high grade for participation come to each class having read the assigned material, be ready to make helpful contributions to class discussion, and be prepared to raise questions from your interaction with the text(s). Your participation grade will be assessed as follows:

- (1) Full Credit – came to class having read the assignment, contributed to class discussion, and asked relevant, text-related questions.
- (2) Partial Credit – came to class having read the assignment, only participated in class discussion when called upon, and rarely asked questions.
- (3) No Credit – came to class but did not participate in discussion or ask relevant questions.

Weekly Readings and Responses—Each week you will read the assigned chapter in the required text, and/or any assigned articles, and answer a set of questions based on the chapter (one page, typed, single space, 12-pitch font). This activity is designed to help facilitate your interaction with course texts, assist you in your critical thinking about key course concepts, and give you opportunity for analytic reflection. Your response to the following five questions is due at the beginning of each class period and will be used during class discussion:

1. *Summarize the central thesis of this reading.*
2. *From the perspective of culture and cross-cultural exchange, what point do you find most compelling? Why?*
3. *How has this reading altered and/or expanded your understanding of culture and ethnicity within the urban landscape?*
4. *What from this reading can be applied to your community engagement work with the after-school program?*
5. *What connection can be made to Christian faith and practice?*

Community Engagement work—Throughout the semester you will be assisting with one of two after school programs. These programs include the Montgomery Townhouses and the Norris Square Neighborhood Project. This commitment consists of two hours of your time every week. By participating in these programs you will be working hands-on with neighborhood children to give individual attention to their school work and academic progress. At the end of the semester, you will report to the class on your observations, as well as specific information you gathered from your community engagement site.

Field Journal—You will complete bi-weekly journals that are intended to give opportunity for integrating course material, class discussion, field work and participant observations (one page, typed, single spaced, 12-pitch font). The structure will include four distinct parts: *descriptive, self-awareness, analytic, and reflective* (please refer to addendum for specific details). Your journal should be kept up-to-date and ready to submit at any point during the semester.

Final Examination—The final exam will be essay-based and comprehensive.

Course Grading

<i>Attendance and Participation</i>	
Attendance	150 points
Class participation	150 points
<i>Reading Responses</i>	100 points
<i>Community-Engagement work</i>	650 points
<i>Field Journal</i>	350 points
<i>Final Exam</i>	100 points
	Total Points = 1500

Grading Scale

A	= 93—100%
A-	= 90—92%
B+	= 87—89%
B	= 83—86%
B-	= 80—82%
C+	= 77—79%
C	= 73—76%
C-	= 70—72%
D+	= 67—69%
D	= 60—66%
F	= Below 60%

Course Schedule

- January 22nd** - Course introduction and syllabus explanation
- January 29th** - **Cities and Neighborhoods**
Reading: “Houselessness and Homelessness” (Burklo) **RR**
* “Philadelphia: The Most American City (Suarez)
1st Journal due
- February 5th** - **Cities and Culture (1st visit to Comm. Engagement Site)**
Reading: * “A Model of Basic Values” (Lingenfelter) **Questionnaire**
* “Understanding Cultural Metaphors” (Gannon)
- February 12th** - **Cities and Neighborhoods**
Reading: “Graffiti: Tunnel Notes of a New Yorker (Kriegel) **RR**
* “Wall Murals of Philadelphia. . .(Westerman)
2nd Journal due
- February 19th** - **Cities and Crime**
Reading: “Guns Aren’t the Only Issue” (Gates) **RR**
- February 26th** - **Cities and Crime**
Reading: “School Shootings and White Denial” (Wise) **RR**
3rd Journal due
- March 4th** - **Cities and Suburbs**
Reading: “Stressed Out in Suburbia” (Lemann) **No RR**
- March 11th** - **No Class (Spring Break)**
- March 18th** - **Cities and Suburbs**
Reading: “The New Black Suburbs” (Dent) **RR**
4th Journal due
- March 25th** - **Cities and Suburbs**
Reading: “Separate and Unequal” (Moberg) **RR**
- April 1st** - **Cities and Race**
Reading: “An American Tale: A Lynching and. . .” (Carr) **RR**
* “A Chicano in Philadelphia” (Romero)
5th Journal due
- April 8th** - **Cities and Race**
Reading: * “Surrounding Ourselves with Difference” (Strobel)
* “White Privilege: Unpacking the. . .” (McIntosh) **Questionnaire**
- April 15th** - **Cities and Race**
Reading: “Building Democracy from Below” (Marable) **No RR**
“Paul’s Letter to American Christians” (MLK, Jr.)
6th Journal due

April 22nd - Cities and Citizenship
Reading: “From Guilt to Solidarity: Sweatshops and. . .(Young) **No RR**

April 29th - Cities and Citizenship
Reading: * “Becoming 150% Persons” (Lingenfelter) **RR**
* “The Last Best Place: How Hardship. . .” (Williams)
7th Journal

May 6th - Study Day

May 13th - Final Examination

**Indicates reading assignments located in IDCC260 Binders (2024 Library)*

Office Hours

N. Ryan Wilson: Tuesdays and Thursdays, 1:00p—3:00p

Office is located in room 2613 of the 2026 Building. Office extension—7501

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor within the first two weeks of any special accommodations of equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have any questions, call ext. 5387.

Field Journal Addendum

Every other week you are to complete a four-part “Field Journal” entry. This is a place for you to bring classroom knowledge into an analysis and interpretation of what is observed and experienced through the community-engagement experience as a point of discussion for expanded understanding and application throughout the semester. Your writing is to reflect questions and perspectives raised through class discussions and reading assignments, as well as experiences you are having as you navigate various locations throughout the city of Philadelphia. Each journal entry is to include responses to the following questions. Please use the appropriate font for each section:

Descriptive (type in regular font)

Be as objective and accurate as possible in giving specific details. Do not be subjective in terms of your feelings, beliefs, or attitudes. Describe what happened. What did you see? What did you do? How were things arranged? Etc.

Self-Awareness (type in bold font)

What did this experience tell you about yourself? What was your initial reaction? What did you expect? Did your expectations match what actually happened? What misconceptions did this experience reveal to you about yourself? What did you learn about what you feel, believe and think that you did not realize before? What did this experience tell you about your biases, assumptions, or preconceived ideas? Why do you think you held those biases and assumptions?

Analytic (type in *italic* font)

What can you take from what you already know (other courses you have taken, current courses, or assigned readings from this course) to help you understand and explain what you have described. Use course material from this, or other, MCPC course(s) as a basis for supporting key points and conclusions you are making.

Reflective (type in underlined font)

What connection can be made between what you have done in terms of community-based service and research work, what you have learned about yourself through the experience, and key concepts discussed in

class so far? What lessons have you learned through this work and your experience? How does a person's faith fit into, or interact with, this experience