COURSE DESCRIPTION:

3 hours. An examination of cultural differences in the ways people learn, theoretical models of intercultural education, and factors which affect the educational process. Provides classroom laboratory experience.

COURSE OBJECTIVES: Course participants will demonstrate the following competencies:

1. Describe developments in intercultural education theory and their significance to the contemporary global context of multi-cultural societies.

2. Explain relatedness between communication theory, identity theory, world view theory, organizational theory, and missiology from the standpoint of intercultural education.

3. Demonstrate an understanding of intercultural educational dynamics as applied to intentionally multi-cultural ministry settings and to the missionary task of the Church.

4. Describe the intergenerational dynamics in a monocultural but rapidly changing environment such as Korea and among migrants within a differing dominant culture.

5. Trace the biblical data as they address the problem of intercultural conflict, resulting in a strengthened confidence in the sovereignty of God through the flow of human history.

REQUIRED READING: (1221 pp. total = 49 hours @ 25 pp./hour)


RECOMMENDED READING:


Banks, Robert. 1999. Reenvisioning theological education: Exploring a missional alternative to current


Reed, Horace B., and Loughran, Elizabeth Lee, ed. 1984. *Beyond schools: Education for economic, social and personal development.* Amherst, Mass.: University of Massachusetts. (253 pp.)


Shaver, Lynda Dixon. 1995. Implementing experiential education in the higher learning intercultural


**COURSE ASSESSMENT:**

1. The course is designed as a modular, with required readings completed before the first day of class. Class interaction, informed by assigned readings, is required.

2. Major Paper. Participants will explore, contextualize, and evaluate some aspect of intercultural education theory in an intercultural learning environment. Topics must be pre-approved by the Professor, and participants should nominate their proposed topics not later than the beginning of the second day of class. Papers will be 18-20 pages in length, excluding any appendices and reference list (or bibliography). Papers will follow the RTS Research and Writing Guide and must be competently edited before submission. Papers are due by February 27, 2012 (one month following the last day of the modular class).

**OFFICE HOURS:**

Dr. Larsen is available outside of class by appointment or by e-mail (slarsen@rts.edu).