Cross Cultural Independent Study Proposal (I-410) for May term 2010
Supervising Professor: Dr. Scott Holland

Pilgrims of Hope: A Study and Solidarity Tour in the Land where Jesus Walked
Israel/Palestine and Jordan, June 14- July 1, 2010

Description of proposed study experience:*

I plan to travel much of the time with a group of theologically diverse persons, primarily Christians, both lay and clergy, to the Middle East through a program of the Indiana Center for Middle East Peace (ICMEP). I will be with the group from June 15-June 27, facilitated by Dr. Michael Spath, Professor of Religion at Indiana Purdue University of Fort Wayne (IPFW) and an ordained minister. June 27 or 28-July 1, I will be visiting Petra and Amman with my friends, a married couple, Bianca and Akram. Bianca is passionate about social justice and education and was a co-worker in the U.S. Her husband and his extended family are natives of Jordan’s capital city, Amman. We are making plans to camp in a cave with their friend from Petra.

Through travels to Israel/Palestine and Jordan I will get to experience the ‘holy stones,’ or sacred sites, and scriptures through new eyes. In the many opportunities for dialogue, I anticipate gaining awareness of issues leading to occupation of land, acts of violence, and agitation among religious/cultural groups. At the same time, these ‘living stones’ promise to be sources of inspiration and challenge as we explore ways of promoting justice and peace. This particular opportunity not only affords the opportunity to inform me about another culture but to engage me as a Christian, United States citizen in ways my culture does and can relate to the issues in the Middle East.

*To get a sense of the experiences this proposed course will provide, please note the trip itinerary and brief description of local leaders with whom the group will meet.

Goals & Objectives:
1. Engage in meaningful dialogue with Christian, Muslim, and Jewish persons living in Israel/Palestine and Jordan to understand their perspectives, culture, and social dynamics:
   - Listen attentively to the fifteen persons, couples, and groups who will share their life and work experiences with our group
   - Compare and contrast the reflections on Middle East peace and justice perspectives of those formally arranged by the ICMEP with those informal conversations with Akram and his family.
   - Journal on questions established with Dr. Scott Holland inspired by content in D.K. Deardorf's "Handbook on Intercultural Competency"
   - Reflect theologically and sociologically upon the readings and in-person interactions
2. Support the local people and economy, promoting sustainability of spirit and justice:
   • Purchase goods and souvenirs from persons who have experienced the most financial oppression
   • Show appreciation and respect to the local persons who those I meet and to those who are hired to support our trip - Guiding Star Tours, all locally owned restaurants and hotels
   (Note: In choosing this learning tour, I chose one that was planned to conscientiously support the economy and dignity of the indigenous people.)

3. Integrate the cultural and religious experience with my personal faith:
   • Take a full day without activity for personal reflection and corporate worship at the Sea of Galilee
   • Worship in Jerusalem with a Lutheran congregation
   • Facilitate moments for prayer, devotion, and scripture reading throughout the trip
   • Keep a journal
   • Prayerfully consider how God is speaking to me through this experience as I meet with my Spiritual Director

4. Reinterpret the travel experiences in light of my own cultural context:
   • Interview Dr. Michael Spath on his perspective of the relationship of our culture to the groups in the Middle East. Ask particularly about religious and political dynamics that work for and against peaceful resolution in this land
   • Review my journal from the trip and continue to ponder the new insights gained upon arrival home.
   • Develop a power point presentation with my own narrative to share with the Beacon Heights Church of the Brethren congregation for the adult summer Sunday school. Share my experiences, insights, critiques and challenges to the Fort Wayne Women for Women International group (or some other interested group) during a monthly meeting.

Description of projected costs:
Travel – flight $1,462.70
        shuttle $10
Land Cost - $1,585 for Israel/Palestine and approximately $400 for the Jordan portion (less than group rate since staying with friends)
Travel Insurance - $120
Additional food not covered in the cost - ~$150 = total 3,727.70

Sources of funding:
$1,200 Bethany Cross Cultural Bank
$600 Christmas gifts
$ 1,927.70 Family Savings (money market and savings from my part-time work, previous work, and my dear husband’s salary)
No loans necessary
Preparation for the Pilgrims of Hope cross cultural tour has already begun. Coursework in my fall term course “Religion as a Source of Terror and Transformation” provided readings and discussion paralleling course objectives for this cross cultural experience. This course and participation in events with the Fort Wayne based Indiana Center for Middle East Peace have helped open my eyes to history told from multiple perspectives. These resources have also brought to light the on-going struggles and hope for this land and the people. To prepare for my cross cultural experience in Palestine/Israel and Jordan, I will (or have recently) attend multiple events designed by the Indiana Center for Middle East Peace (ICMEP), sponsoring organization of the Pilgrims of Hope tour. I am experiencing Muslim, Jewish, Christian dialogue through Fort Wayne programs such as “Peoples of the Book.” I will take part in four to seven tour meetings with Rev. Dr. Michael Spath and the group going on the tour. As of the end of March I have already been to four preparatory meetings, which have included slide shows of the sites we will see and people with whom we will meet. We have talked extensively about the Palestinian and Israeli cultures and the spectrum of beliefs/practices within each of those groups. We have had two persons (one clergy, one lay person) from previous tours with Dr. Speth come and share their experiences. In addition I have attended two Bethany/ESR Earham Peace Forums and one Bethany student presentation since September on their Israel/Palestine experiences. I am further preparing by watching related movies and documentaries, reading periodicals and listening to multiple news sources to keep up on current events in the Middle East. ICMEP has a good web link that culls information from several sources.

The passion and commitment of the Professor Dr. Spath and the group travelling with him makes the preparation, execution, and debriefing from the experience quite easy. About twenty of the twenty-two participants who live locally in Fort Wayne, Indiana will be committed to debriefing the experience upon our arrival back in the United States. ICMEP events will provide additional opportunities to share and debrief from the experience. Plus conversations with recent independent cross cultural study students, and who experienced Israel/Palestine will allow for further processing of our similar, yet unique experiences. For evaluation participant and supervisor will meet to evaluate and access the educational experience. This will include evaluation of the materials and content of my public power-point presentation as well additional conversation around remaining questions and insights.

My Reading list:

*Blood Brothers* by Abuna Chacour  
*Bethlehem Besieged* by Mitri Raheb

*The Lemon Tree* by Sandy Tolan

These books will give me diverse perspectives, from a Palestinian and Israeli viewpoints. We will be meeting with authors Abuna Chacour and Mitri Raheb, as well as with Dalia Eshkenazi Landau, the Jewish woman who is the subject of the highly-acclaimed book, The Lemon Tree.
PILGRIMS OF HOPE
A Study and Solidarity Tour in the Land Where Jesus Walked – June 16-27, 2010
(with Optional Trip to Petra, Jerash, Amman, & Mount Nebo, Jordan – June 28-July 1, 2010)
L. Michael Spath, D.Min., Ph.D.

TENTATIVE ITINERARY

T, 6/15 Day 0
Arrive Jerusalem early evening at the latest

W, 6/16 Day 1
Meet at St. George’s Anglican Cathedral Guesthouse; Head to Haifa (7:45)
Baha’i Gardens (11:00am); Elijah’s Cave- Devotions (2:00pm)
Meeting with Archbishop Elias Chacour (3:30); Haifa to Bethlehem (ICB)
Overnight at International Center in Bethlehem

TH, 6/17 Day 2
Sami Awad, Holy Land Trust – Tour of Separation Wall (8:30); Bishop Munib Younan (2:00)
George and Najwah Sa’adeh join us for dinner (5:00)
Overnight at Lutheran Guesthouse at International Center of Bethlehem

F, 6/18 Day 3
Jerusalem – Yad Vashem (9:00); Rabbis for Human Rights (12:30); Tour of Dar Al-Kalima (3:00)
Overnight at Lutheran Guesthouse at International Center of Bethlehem

SA, 6/19 Day 4
Nativity Church, Shepherd’s Fields- Devotions; Zoughbi Zoughbi
Wiam Conflict Resolution Center (3:00); Bethlehem to Jerusalem – Walk through the checkpoint
Overnight at Knight’s Palace Hotel in Old City of Jerusalem

SU, 6/20 Day 5
Church of Holy Sepulchre (7:30); Lutheran Church of Our Redeemer- Worship (9:00) no bus
Western Wall, Gordon’s Tomb – free time in Old City
Overnight at Knight’s Palace Hotel in Old City of Jerusalem

M, 6/21 Day 6
Tour under Western Wall (7:40); Bernard Sabella (9:15) takes us to Al-Aqsa Mosque & Dome of Rock Tour (9:45); Meet with Mufti of Jerusalem; Lunch; Meet with Dr. Bernard Sabella; Inter-Religious Dialogue – Rabbi Daniel Rossing, Dr. Mustafa Abu Sway, Dr. Bernard Sabella:
“What Role Does Religion Play in Peacemaking in the Holy Land?” (5:00) no bus
Overnight at Knight’s Palace Hotel in Old City of Jerusalem

TU, 6/22 Day 7
Hebron – Ecumenical Accompaniment Program Team (9:00-3:00)
Rev. Mitri Raheb at ICB in Bethlehem (5:00) – Mitri joins us for dinner; then back to Jerusalem
Overnight at Knight’s Palace Hotel in Old City of Jerusalem

W, 6/23 Day 8
Masada, Qumran, Dead Sea; Arrive Tiberias, 7:00pm with guide (leave guide in Jerusalem)
Overnight at Ron Beach Hotel in Tiberias

TH, 6/24 Day 9
Dr. Nikolai Roddy, Bethsaida (8:00); Nazareth Village, Annunciation Church; Yardenit- Devotions
Overnight at Ron Beach Hotel in Tiberias

F, 6/25 Day 10
Mount of Beatitudes- Communion; Capernaum; Sea of Galilee boat ride (7:00pm)
Overnight at Ron Beach Hotel in Tiberias

SA, 6/26 Day 11
Tiberias to Jerusalem; Mount of Olives – Pater Noster, Dominus Flevit; Gethsemane
Dalia Eshkenazi Landau, from The Lemon Tree (5:30)
Overnight at Gloria Hotel in Old City of Jerusalem

SU, 6/27 Day 12
Lutheran Church of Our Redeemer- Worship (9:00am) – all day free no bus
Overnight at Gloria Hotel in Old City of Jerusalem

M, 6/28 Day 13
OPTION 1: Free until head to airport OR
OPTION 2: Jerusalem to Petra, Jordan (Allenby Bridge) – Mount Nebo, on way to Petra
Overnight at Petra Panorama Hotel

TU, 6/29 Day 14
Petra all day with guide; Petra to Amman; Kan Zaman for dinner
Overnight at Relage Hotel in Amman

W, 6/30 Day 15
Meeting (?); Jerash with guide
Overnight at Relage Hotel in Amman

TH, 7/1 Day 16
Amman to Jerusalem (Allenby Bridge), 1:00pm – Free
Honduras Tour Itinerary

July 10-24, 2009

Friday, July 10
Depart 4 am for BWI, American Airlines Flight 1339 to Miami, leaving at 6:00 am arriving 8:24 am
Transfer to AA Flight 973 to Tegu, Leaving at 12:55 pm arriving 1:10 pm

Take taxi into Tegu, Take bus to San Pedro Suelo and on to Copan Ruinas if possible. Otherwise, overnight in San Pedro Suelo, and Catch 5:30 am bus to Copan Ruinas on Sat.

Sat, July 11 to Mon July 13
Secure guide, and explore Copan Ruinas Archeological site, exploring Mayan religious and cultural artifacts. (4 hr or so)
As time permits, visit Casa K’inch to play a 1000 yr old football game,
Overnight at Finca El Cisne, a local coffee/cardamon plantation.
Visit Macaw Mountain, a local bird sanctuary; or visit a local community to view pottery making and make tortillas as time permits.

Mon July 13
Take bus to Comayagua.
Visit several:
Cathedral de Santa Maria, built 1685-1715, and its old clock imported from Granada; ask in square for Don Blas Reyes to see the works and get out on the roof.
Iglesia de la Caridad, Honduras’ only remaining open air chapel, used for converting indigenous people.
Iglesia San Francisco, whose tower bell dates from 1460, and has an elegantly carved baroque altar.
Iglesia La Merced, the first church built in Honduras Museo Colonial, houses collection of 15th-18th c art from local churches, and the building itself housed the first Central American university.

Overnight

Tue July 14
Take bus to Tegu, join with NCP learning tour for preliminary briefings with Christian Commission for Development.

Wed July 15
Set out for Choluteca, and the nearby community where we will be living and working, probably building chicken coops. While there, David will be connecting us with women’s groups, teachers, etc, in order to speak with them about their lives and faith. Worship with community on Sunday.
Also, David has requested that I help lead some NCP group devotions/worship times.

Wed July 22
Depart for La Tigra National Park, a preserved cloud forest. Overnight.

Thurs July 23
Depart for Valle de Angeles with Group, then set off for Santa Lucia.
Visit the colonial era church which houses a wooden figure of Christ called El Christo Negro.

Fri July 24
Depart for the airport in Tegu, Flights 974 to Miami departing 2:20 pm and flight 1956 to IAD arriving 11:19 pm
Objective:

As proposed, this learning tour combines two critical elements: a family’s two week immersion into a culture that is culturally, economically, and religiously disparate from our own, and a guided 10 day larger group immersion into an indigenous village as humanitarians and socio-religious students. This proposal has been designed according to a family systems approach. Just as the village and the plantation in which we will immerse ourselves contain family and various sociological groups, so too my immersion into these situations as both ministry student and mother will impact our experiences with these groups, enabling a richer and deeper reflection of the ways in which both we and they experience God and culture in day-to-day living. Because I will be wearing multiple ‘hats’ during this immersion, I hope to be able to both experience and live in a culture that is foreign to our family for two weeks, and to help guide, with my husband and our translators/guide’s, and groups interaction, our children’s spiritual formation. The intergenerational conversation will be thus be invaluable on multiple learning levels, which would be difficult to obtain within the parameters of a more minister-as-individual vs. minister as multiple group member tour. To do this we will be helping them to

Therefore, when not with the larger group tour, the family will be deliberately placing ourselves in situations that can help us reflect on God’s steadfast faithfulness. In seeking to help my children actively verbalize how and when they notice God at work in Honduras, as well as helping them draw comparisons between our culture and faith and the Honduran culture and faith in the areas in which we will be dwelling, I will be responsible not only for creating safe learning environments, but actively learning myself so that I can not only reflect on these questions but also assist them in their reflections. Thus, as a family system we will be visiting a variety of communities so that we can experience the economic disparity not only between our family and the average Honduran, but the remnants of the ‘Banana Republic’ Honduran and indigenous villagers. We will be seeking a cultural perspective of Honduras that stretches not just back to their European invasion, but beyond to the
religion and culture of the Mayans that still impact various smaller villages. We will have the opportunity not only to view the archeological remains of a vanquished people, but also reenact some of their games and customs. We will be living in smaller hostels or with villagers. We will also be staying overnight at a plantation.

The family system dynamic and my multiple roles as female, ministry student, mother, and large group member will also potentially affect my learning not only within the Honduran culture, but will enable us to assess our places and power differentials within the ministerial family system. While Sean and Morgan have had some high school Spanish, and I a bit more that I have since forgotten, we will essentially be without language for some of the trip, and will need to make connections that transcend language. This in itself may create an interesting family dynamic in our interactions in this more male-dominated society, as Rob’s Spanish vocabulary is extremely minimal and our family system must therefore rely on our children and female language expertise.

Preparation:

From a family systems perspective, preparations for the journey include more than just research. The preparations also involve much prayer and discernment in respect to the environment in which I will be placing my family: after all, in addition to the danger of Malaria, Dengue fever has been contracted by residents and visitors to some areas of Honduras. Preparation must involve not only my own spiritual readiness, but the spiritual readiness of my family to enter into the tour as a learning experience, and not with the perspective that we are taking a vacation. Thus, while Rob and I are reading the sections on Honduras located in Frommer’s Central America, Lonely planet’s Central America on a Shoestring, and Fodor’s Central America, I have also been borrowing Spanish Language DVDs from the library to reinforce and teach essential phrases and language.

My personal research has taken two directions: that of on the ground information for trip organizational purposes and more specific research geared toward the ‘Banana-Republic’ era of economic domination, the impact on Honduras in the resulting regional fighting, and the impact on
both indigenous and imported faith on the people of Honduras. Thus, my web crawling has taken me to many sites: including bus companies, tour leaders, and non-profit and Christian agencies. I have also discovered an April 29, 1889 article from the *New York Times* entitled “Olancho, the Lazy Town: Traveling with a Padre in Honduras,” which relates an archeologist’s perspective of the culture, religion, and economics of that era. I will also be looking at the chapter on Honduras and the Copan region specifically in *Cultivating Peace: Conflict and Collaboration in Natural Resource Management*, edited by Daniel Buckles, and published by the International Development Research Center /World Bank Institute in DC.

Other Resources that I will be exploring in addition to those I find in country about the ruins include:


--- impact of Salvadoran and Nicaraguan refugee camps in Honduras


--- section on water relief after Hurricane Mitch


**Process:**

To facilitate reflection and to provide material in order to create several presentations displaying our family group’s experiences, I will be keeping a journal in which I will indicate
personal/spiritual/intellectual observances and will catalogue ‘mementos’ and photographs. The journal will be a place to raise and remember questions, especially as we will stay at a plantation prior to our week in the village. In addition to this personal reflection on our learning tour, this will also be the place to further explore the family’s interactions with each other and with the communities and people with whom we interact and live. Ultimately, this will be the place to record those evidences that we see of God’s steadfastness in a foreign land troubled by economic disparity and the impact and push towards eco-tourism and sustainable farming.

**Integrative Project:**

The family has been asked to do two presentations about our experiences upon our return. The first will be a short presentation during a worship service, and the second will be a longer presentation to an older adult group in the church. Ideally, these presentations will be multi-media, although visitors to Honduras are often cautioned about not behaving in obviously touristy ways: ie, camera about neck, no shorts, etc. With our family’s musical ability, I hope that we will also be able to bring some new songs back to our faith community. Because this is a learning tour is oriented towards intergenerational, minister as part of a family, systems learning, and because the family has been asked as a group to present, the preparation of this project will necessarily require their involvement. Thus, I see my ultimate responsibility being that of ensuring the completion of the project in a timely way, with ultimate oversight as to the quality and the need for the project to display my learning objectives. Our flight home may well be a good time to discuss and reflect upon our experiences and on what we have discovered both about Honduras and about ourselves during the trip. This method of assimilation and presentation will underscore the learning, reflection, and creation that occurs in groups, whether of a family or of a larger size. My individual contribution will be substantial, and individual contributions noted so that these projects can display both the group experience and my individual learning goals.
Evaluation:

A discussion following the trip will occur between myself and Prof. Scott Holland to assess whether the objectives and learning goals for the trip have been met. Copies/and or recordings of our presentations will be submitted. In addition, Prof Holland will be speaking with David Radcliff about the trip in general and my participation in particular as a part of the final course evaluation.

Costs and Funding:

Per person:  Pre NCP tour:

Transportation: $50  
Copan tour: $25  
Macaw Mountain $10  
Village: $40 + school supplies (transportation)  
Translator: $25  
Plantation Overnight: $65  
Other overnights: $285 (max)  
Meals: $90  
NCP Tour: $675  
Post NCP Tour:

Transportation: $20  
Overnight: $30  
Meals: $30  
Flight: $436  
Misc emergencies, etc.: $100

Total max cost each: $1881

Funding: $1200 from Cross Cultural Bank  
kids get $345 each from church  
tax refund  
yard sale  
savings
Cross-Cultural Independent Study (I-410)
Burma with New Community Project
17-28 August 2009
Bethany Theological Seminary
M.Div Student

Description of Proposed Study Experience

This learning tour offers an experience to the fascinating and troubled country of Burma (Myanmar) led by David Radcliff, Director of New Community Project and Nyan Min Din. The opportunity for immersion in the spirituality and cultural realities will include:
- learning about Asian culture and Buddhist religion as well as the economic, political, and social realities in one of the poorest nations in the region;
- visiting out-of-the-way villages as well as typical cultural sites;
- a drive by the house of Aung San Suu Kyi, Nobel Peace Prize winner held under house arrest by the Burmese government;
- visiting Christian groups working with grassroots development projects;
- experiencing the natural beauty and gracious people of this southeast Asian country;
- spending 2 nights/1 day trekking to a Pa Loung hilltribe village to engage with this indigenous people and their culture;
- visiting a silk garment factory to learn about worker conditions;
- visiting communities that have received NCP grants for women's development and post-cyclone school assistance;
- opportunity for individual spiritual reflections as well as group sharing, listening, and learning.

Goals/Objectives for Cross-Cultural Course

- Experience and learn about the Burmese culture and people whose world and experience of life are drastically different from my own;
- Appreciate and grow in respect for the different cultural perspectives of Burma that are discovered through engagement with the Burmese people;
- Increase awareness of my own growth and how people are shaped by their particular social, cultural, geographic and national location;
- Discover and engage with biases, assumptions, values and commitments that are present in different cultures and societies;
- Increase ability to critique own culture/society and that of the Burmese people;
- Growth in ability to articulate a theology of culture, person, church and/or ministry that honors the particularities of the society/culture experienced as well as my own society/culture;
- Articulate ways God's presence is experience through another culture and people;
- Explore assumptions about the practice of ministry that is socially and culturally derived;
- Explore possibilities for ministry to others in another social/cultural context.
In addition to the above goals established by Bethany, personal goals are:

- to be open to carefully observing, listening and receiving the people and culture of Burma and God’s presence in those places;
- finding points of convergence and difference between my faith experience, tradition and values and those of the Burmese people;
- critical reflection on the questions that arise through conversations with others on the trip and the Burmese people.

**Plan for preparation, carrying out, and debriefing the Cross-Cultural experience**

- Read the following books to gain an understanding of the history and culture of Burma as well as an introduction to the Buddhist tradition:
  - Christina Fink: *Living Silence: Burma under Military Rule.*
  - Thant Myint-U: *The River of Lost Footsteps: A Personal History of Burma.*
- Be intentional about sharing about the trip with friends, family and faith community;
- Daily journaling in writing and through photography to observe, question and critically reflect on my experience;
- Multiple meetings with local Burmese people throughout the trip;
- Learning from Burmese about their daily lives and experiences, including religious beliefs and tenets of faith;
- Engaging in conversation with other Christian groups;
- Engage with and build relationships with workers in silk garment factory as well as communities that have received NCP grants for women’s development and post-cyclone school assistance;
- Write about the experience in the form of a general report (for Worriaen’s Caucus scholarship) and possible shorter articles for publication;
- Organize pictures into photographic journal for use with senior sermon worship and possible publications;
- Integrative experiences through speaking, sharing and presenting my experience — possible settings include Bethany Common Meal and presentations in local churches;
- Engage reflection and learning through writing my senior sermon to present in worship at Bethany.

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1 from goals of the Iona, Scotland syllabus, professor Dawn Ottomi Wilhelm
I-410 Cross-Cultural Independent Study Proposal

Brief Description of Proposed Study Experience:
I will join the Christian Peacemaker Teams delegation to Israel/Palestine January 5-18, 2010. As part of the delegation, I will meet with human rights representatives and peace workers in Jerusalem and Bethlehem and visit Palestinian families that have struggled with the expansion of Israeli settlements. We will also visit Al Khalil to see what CPT is doing long-term in the region, and participate in nonviolent public witness (see attached sheet for more information).

Beyond just participating in the delegations, I will complete background readings to familiarize myself with the situation in Israel/Palestine and to try to deepen my understandings of the “other” side of the conflict (given the context of CPT, the Israeli settlers) and do journaling while there. Upon my return, I will debrief the experience by writing a culminating paper exploring the events of the delegation and the experience on the ground in Israel Palestine, as well as my own growth and deepened understanding, and the role of Christians in peacemaking efforts such as this. I will also present on my trip, possibly to a common meal or peace forum. (See attached papers for more detail.)

Brief Description of Projected Costs and Sources of Funding
The total cost of the delegation is $2,750. To meet that, I will withdraw $1,200 from the cross-cultural bank. The remaining $1,550 will be raised by begging individuals to contribute (thus far I have raised $350 of this). Any money I'm not able to raise on time will be borrowed.
PALESTINE / ISRAEL


Conflict in Palestine/Israel has taken center stage in recent months. Despite recent elections in Israel, involvement of the Quartet on the Middle East, and overtures from the Obama administration, the situation for many Palestinians living in the West Bank remains grave. Road closures, home invasions, checkpoints and the presence of militant Israeli settlers in Palestinian villages continue to threaten Palestinian human rights. Israel’s separation barrier (much of it built on confiscated Palestinian land) not only separates Palestinian communities from each other, but also acts as a barrier between ordinary Israelis and Palestinians seeking to come together for peace. CPT delegation members will gain a perspective on how these issues affect daily life.

Click here to apply.

Delegates will meet with Palestinian and Israeli human rights representatives and peace workers in Jerusalem and Bethlehem. They will visit Palestinian families whose home and livelihoods are threatened by expanding Israeli settlements. They will travel to the city of Al Khalil (Hebron) and the village of At-Tuwani in the South Hebron Hills and experience firsthand CPT’s work alongside Israeli and Palestinian partners. They will challenge the structural violence of the Occupation through nonviolent public witness.

Some physical rigors are involved, such as walking in rough, hilly terrain.

CPT has had a continuous presence in the West Bank since 1995.

FUNDRAISING EXPECTATION: $2750 US / $3200 Canadian, which includes round-trip airfare from a designated U.S. or Canadian city. Those planning to travel from other countries, contact the CPT office for more information.
Plan to Fulfill Goals/Objectives for Cross-Cultural Course

Goals:

- To experience and learn about a specific cultural context and people whose world and experience of life are different from one's own
- To encourage appreciation and respect for different cultural perspectives that are discovered through engagement with people from different cultures
- To increase awareness of being a person shaped by particular social, cultural, geographic, and national locations
- To encourage the discovery of biases, assumptions, values, and commitments that are present in different cultures and societies
- To increase ability to critique one's own culture/society and that of the people one experiences
- To increase ability to articulate a theology of culture, person, church, or ministry that honors the particularities of the society/culture experienced as well as one's own society/culture

I think that, for the most part, these goals will be accomplished mainly by the act of traveling to Israel/Palestine and keeping these goals in mind throughout my experience there, as they are more conscientious than concrete. I believe that my experience of having lived abroad before (Xalapa, Mexico, one year) gives me some advantage in knowing what to look for within myself to identify progress with these goals. To meet them, I will be conscious of them throughout all of my actions and experiences while in Israel/Palestine. I will also specifically address observations and reflections relating to these goals during my daily journaling.
I-410 Cross-Cultural Independent Study Proposal

Outline for Preparation, Execution and Debriefing

Preparation
Much of my preparation for the actual experience of traveling to Israel/Palestine, I am confident, will come from reviewing the materials sent to me by Christian Peacemaker Teams and completing all readings and any activities they assign, which I'm sure will prepare me (as well as can be expected) for experiencing the local culture. In addition to this, I will at least begin work on my self-assigned reading list (attached) so that I may arrive with a more complete understanding of the conflict there, and a better awareness of the interests and motives of both sides of the conflict.

Execution
I have the advantage of participating in an organized and structured trip, so "carrying out" this experience will largely entail simply participating fully in the delegation. To match this to the goals of Bethany's cross-cultural program, I will do all this with those goals (see goals sheet) constantly in mind and with a degree of introspection as well as external observation. I will keep detailed journals of our activities, along with progress in the goals of a cross-cultural experience and my reflections on the conflict, culture, psychology, and theology involved. I will also explore my role as a North American, the role of my government, the activities of CPT, and the possibilities of religiously (specifically Christian) grounded peacemaking efforts, and the theology that drives them.

If possible, I will offer regular updates based on these journals by blogging and e-mailing. I want to share this experience with others to the maximum extent possible, since I'm asking others to pay for it.

Debriefing
When I return, I will write a significant paper that will fully examine my personal experience, as well as the broader context of the conflict and questions of the potential for groups like Christian Peacemaker Teams. I cannot offer a detailed prediction of the direction of this paper, since I have yet to have the experience from which I will be writing it, but I basically want to explore the Israel/Palestine conflict through the lens of peacemaking theology. This paper will be written in consultation with Scott Holland, Director of Cross-Cultural Studies.

Additionally, I wish to present my experience to the seminary community, possibly through a common meal or peace forum. I will also be offering presentations to essentially any group that will have me in an effort to make this trip as communally beneficial as possible, so it's not just me that benefits.
I wanted to read pretty much every book on the bibliography that CPT sent me, but I picked these four because they seemed to support my goals of wanting to better understand the situation in Israel/Palestine (beyond what I've picked up here and there over the years) and to understand, as much as possible, the thinking of the people involved in the conflict.

Benvenisti and Chomsky both support the first goal, as their books have been highly recommended for understanding the background of the conflict. Benvenisti is an Israeli who combines his own experience with analysis from Palestinian and international viewpoints. Chomsky's work interests me not only because it is described as "dense" and "highly recommended," but also because it brings the United States into the mix, and I feel it is important as a citizen and resident of the United States to try to focus on understanding our role.

Friedman's book interests me because in the context of Christian Peacemaker Teams, the settlers are definitely the biggest (or "worst") "other." I am resistant to casting people as enemies, and for me the best way to combat that sentiment is to figure out their motives and mindsets in an attempt to see how I might act in the same way.

Finally, Gish's book can provide background into what CPT is doing in Israel/Palestine, which is useful not only because I'm going on a CPT delegation, but also because I am a seminary student and am interested to see how religion and religious organizations can be a force for peace in Israel/Palestine.

Additionally, I will read excerpts from The SAGE Handbook of Intercultural Competence, which will be helpful in preparing for a cross-cultural experience and in understanding and reflecting on that experience.

Finally, I will be reading all the materials and articles sent to me specifically for this delegation, which will provide not only a framework for the conflict and CPT's work in the region, but also cultural information that will be useful in preparing for the experience.