



# Cultural Anthropology

## CHMI 411, HUCC 411, GCC 521

### Fall 2021

Course Meeting Times:	MWF 12:30 PM – 1:20 PM
Course Location:	OM304
Instructor Name:	Dr. Steven Love
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#### **STRONGER TOGETHER**

Our shared commitment to maintaining a safe and healthy campus makes it possible for MBU to continue face-to-face instruction this semester. Your acceptance of personal responsibility for your health (through consistent patterns of personal behavior and hygiene) and your learning (through diligent effort) are essential to advance your education, even amid the inconveniences and sacrifices we are called on to make. Please note the following course policies:

- If you are showing any symptoms of illness, do not leave your room or come to class. Immediately contact the student health center for instructions and assistance.
- If you are not able to attend class in person due to symptoms of illness, please feel free to attend the class virtually. You must notify me before class starts so I can start the Zoom meeting and activate the camera. A link is provided in our MyMaranatha course. If you contact me before class, we will start the Zoom session and a recording will be made available even if you cannot attend live.
- You can only be counted as present for live attendance (in-class attendance or live virtual attendance, i.e. your live face showing on the screen). Unless you are enrolled as a virtual student, virtual attendance will only count in the case of illness, symptoms, or quarantine. This will be verified by the Student Health Center so you must contact them for your virtual attendance to count. Delayed viewing of the recording does not count as present but will help you keep on track academically.
- Sit only in seats designated by faculty to maintain physical distancing.
- Until further notice, masks must be worn whenever you are inside a building, which includes class time. Exemptions on file with the Student Life Office will be honored.
- Use a sanitary wipe to clean your desk or table surface prior to each class. Classrooms are cleaned regularly throughout the day, but you should still wipe off the surfaces you will touch prior to taking your seat.

**Textbook Information:**

Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1985. ISBN-10: 0801042917 ISBN-13: 978-0801042911.

Smith, Donald K. *Creating Understanding: A Handbook for Christian Communication Across Cultural Landscapes*. Grand Rapids: Zondervan, 1992. ISBN-10: 0310531217; ISBN-13: 978-0310531210.

[*Grad Only*] Hesselgrave, David J. *Communicating Christ Cross-Culturally: An Introduction to Missionary Communication*, 2d ed. Grand Rapids: Zondervan, 1991. ISBN-10: 0310368111 ISBN-13: 978-0310368113.

**Course Description:** An introductory study of human customs, social systems, worldviews, and communications in order to help the prospective missionary analyze, appreciate, adjust to, and communicate in another culture.

**Course Purpose:** The intent of this course is to develop the student's cross-cultural skills so that he may be an effective leader, evangelist, teacher, and servant of people of other cultures.

**MBU Institutional Outcomes supported by this course:**

1. **Oral Communication:** Students will articulate ideas clearly and dynamically in public speaking.
2. **Critical Analysis:** Students will evaluate concepts from a Biblical worldview with logical reasoning and intellectual honesty.
3. **Cultural Awareness:** Students will respond to the dynamics of culture with discernment while showing respect to all people as image-bearers of God.
4. **Servant Leadership:** Students will apply the principles of biblical servant leadership.

**Course Objectives:**

1. Explain ethnography as a process for understanding a culture.
2. Examine and explain cultural features within the framework of worldview through observation.
3. Define key terms associated with cultural anthropology and communication.
4. Describe the concept of cultural metaphor and use this concept in cultural analysis.
5. Explain a symbol system of communication which all cultures use.



## Grading Policy:

Grading Criteria - <b>Undergrad</b>	
Quizzes	10%
Final Exam	20%
Group Report	10%
Textbook Papers	20%
Cultural Activities	20%
Tests	20%

Grading Criteria – <b>Graduate</b>	
Quizzes	10%
Final Exam	20%
Paper	10%
Textbook Papers	20%
Cultural Activities	20%
Tests	20%

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	63-66
D-	60-62
F	0-59

### Late work policy:

- Late Work Penalties: Anything turned in after the required time will be penalized 5% per day. The penalty will not go beyond 50%. Any work not turned in by project due date, will result in a 0%.
- The school's attendance policy will be enforced.
- Any unexcused absence on a test day will result in an automatic 10% penalty.

### General Academic Policies:

**Academic Dishonesty.** Academic dishonesty is a serious offense, and it can exist in many forms. For example, the following would be considered a sample of academically dishonest activities that might occur in this class:

- ◆ Sharing advance information regarding the content or answers for a test or quiz.
- ◆ Receiving advance information regarding the content or answers for a test or quiz.
- ◆ Using a previous student's old tests or quizzes as a study guide for this semester's tests and quizzes.
- ◆ Handing in the same paper or substituting a similar paper in more than one class without permission.
- ◆ Plagiarism. Representing the words or unique thoughts of another as your own.
- ◆ Submitting as your own, materials that have been enhanced by another.

Academic penalties for academic dishonesty range from an F grade on the particular evaluation to an F grade in the course. Also, a range of serious disciplinary penalties may apply.



**Academic Success Center.** Once source for academic help in any course is the Academic Success Center. If you require specific targeted academic help for any reason contact the Academic Success Center located in the Cedarholm Library. If you would like more information regarding targeted academic help, please contact the Academic Success Center director at [academicsuccess@mbu.edu](mailto:academicsuccess@mbu.edu).

**ADA Policy.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the law requires that all students with disabilities be given a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Academic Success Program Director, in the Library, (ph. 920/206-2340) or email [academicsuccess@mbu.edu](mailto:academicsuccess@mbu.edu).

**Electronic Devices.** Laptops, tablets, and smart phones can be great tools in the classroom, but they may also be an enormous distraction to you and your fellow students. The use of electronic equipment in the classroom is a privilege, not a right. If you are found to be misusing that privilege, you will lose it for the remainder of the semester. Misuse could include using the device for anything other than course-related applications. It is expected that electronic communication devices be **muted and out of sight** for the class period unless an application is being used for a course activity. Suitable behavior regarding electronic devices is one way to show appropriate consideration to your fellow students and instructor.

Examples of inappropriate use of electronic devices:

- Texting
- Taking photos
- Web browsing
- Reading or writing email
- Using any application that does not apply to the classroom experience

***Collaboration:***

Collaboration (cooperation of students with each other in preparation for a class) is a legitimate learning experience. However, teachers expect that a student will do his own work and not replace individual initiative with another's labor. Please determine to collaborate with integrity

**Course Requirements:**

**1. Text Reading**

- a) Read each of the assigned portions of the text (Hiebert) as per the course calendar.
- b) On the due date, turn in a double-spaced, typed paper of 350 words minimum (Times New Roman 12 pt.). Each of the three numbered headings need to be labeled such as:  
Basic overview – Terms and definitions – Concept questions:
  - 1) A basic overview of the section; what is the main theme of this chapter (70-100 words (included in the total word count of 350 words)).
  - 2) A list of terms encountered in the chapter along with the definitions.
  - 3) Three concept questions that are answered in this chapter. List the question, and then provide the answer.



- c) Read Chapters 1-10 (Smith). Write 3 bullet points per chapter and submit to the online portal. This is due on *December 6, 2021* (the semester project due date.)

## 2. Grad Student ONLY

- a) Each student will be responsible to read Hesselgrave's book, *Communicating Christ Cross-Culturally* and turn in a paper with 3 bullet points per chapter. This is due on *December 6, 2021* (the semester project due date.)
- b) Each student will be responsible to write a 10-page (double-spaced) paper on the topic of Worldview and Missionary Role. This will be a formal paper and will need to include 7 sources. This is due on *December 6, 2021* (the semester project due date.)

## 3. Cultural Activities:

*Select 3 of the 5 activities listed below and complete the requirements. Write 2 pages, double-spaced, for each of these activities. You should use Times New Roman 12 pt. The word count should be included (about 800-1000 words). List all relevant details of exactly what you did.*

- 1) Visit a graveyard and read 15 grave markers in which the death took place at least 50 years ago. Classify the writings according to gender, expressed relationships, arrangement of graves according to family, year and age at death, and relevant messages. [Create a table for this.] Write a summary of your observations.
  - 2) Attend a wedding of a couple from another culture. This may be the wedding of a Native American couple, a Jewish couple, or perhaps a Muslim couple (You may "attend" by watching a wedding on YouTube). Compare and contrast your observations with weddings with which you are familiar.
  - 3) Interview a married couple (married between 2-5 years) regarding communication challenges between the male culture and the female culture. Make sure that you use your understanding of symbol systems of communication in the interview so that you do not neglect matters pertaining to non-verbal communication. Describe strategies that a couple may use to bridge the cross-cultural conflict that occurs in the marriage relationship.
  - 4) Interview a "missionary kid" regarding the challenges of living in American culture. Describe the person's cultural background, his "home" culture, and how he handles adjustments in his present "foreign" culture. The focus of this interview is for the student to discover what it is like to be "bicultural."
  - 5) Eat a meal at an ethnic restaurant. Ask the waiter to tell you which food best represents his culture; ask why, and order that food. Ask the waiter at least 10 questions about food and meals in his culture. (Please be sensitive to the waiters schedule and begin by asking permission – explain it as a project - be generous with a tip.)
4. **Group Reports:** Based on class size, there will be 3 Group Reports (Report 1 – Culture, Report 2 – Worldview, Report 3 – Missionary Role with Culture). The undergrad students will be split up into 3 groups for this project based on final class enrollment size. **Grad Students** see assignment #2b for your "report" (paper) instructions.
  5. **Quizzes:** In-class quizzes will be announced throughout the semester.
  6. **Tests:** will be given periodically throughout the semester refer to the course calendar



### Class and Assignment Schedule by Date

Date	Topic	Assignment
8/30	Overview - Anthropology	
9/1	What is Culture?	
9/3	The Gospel to Culture	Special Reading #1: D. A. Carson, "How to Think about Culture"
9/6	Culture Shock	
9/8	Culture Shock Illustrated	Hiebert, Part 1
9/10	Incarnation within the Culture	
9/13	Stress of Culture	Special Reading #2: Scupin, "Race, Racism, and Culture"
9/15	Incarnational perspectives	Hiebert, Part 2
9/17	Ways in which our Culture is seen	
9/20	The Missionary Role within the Culture	Special Reading #3: Larson, "Church, Plaza, and Marketplace"
9/22	Bicultural Role of the Missionary	
9/24	Christ and Culture	Special Reading #4: Smalley, "Cultural Implications of an Indigenous Church." Smalley, "What are Indigenous Churches Like?"
9/27		Hiebert, Part 3
9/29		Cultural Activity #1
10/1	The Role of Culture in Communication	Special Reading #5: Doi, "The Japanese Patterns of Communication and the Concept of <i>Amae</i> " <b>Test #1</b>
10/4	Communication and Mission	
10/6	Science of Communication	
10/8	The Problem of Meaning	



Date	Topic	Assignment
10/11	BWM	
10/13	BWM	
10/15	Communication and Persuasion	Special Reading #6, Morsbach, "Aspects of Nonverbal Communication in Japan"
10/18	Ten Pragmatic Points in Language Learning	
10/20	Confronting Culture with Communication	
10/22	Context and Communication	
10/25	Communicating Cross Culturally Guest Speaker – M. Reddick	Special Reading #7, Frey, "Re-telling One's Own: Storytelling and the Apsaalooke"
10/27	Dimensions of Cross-Cultural Communication	
10/29	Communication and Cross-Cultural Respondents	
11/1	Culture and Religious Behavior	Cultural Activity #2 Hiebert, Part 4 <b>Test #2</b>
11/3	Worldviews and Cross-Cultural Communication	
11/5	Communicating within the Recipients System	
11/8	The Importance of Language	
11/10	The Naturalist Worldview	
11/12	The Tribal Worldview	
11/15	The Asian Worldview	
11/17	The Monotheistic Worldview	
11/19		Cultural Activity #3
<b>THANKSGIVING BREAK</b>		
11/29		
12/1		<b>Test #3</b>
12/3		Group #1 Report - Culture



Date	Topic	Assignment
12/6		Grad Student Only – Hesselgrave paper due Grad Student Only – Paper on group topic due Group #2 Report – Communication Smith Text Reading Report due
12/8		Group #3 Report – Worldview
12/10	Review	Group #4 Report – Missionary Role with Culture
12/13 – 12/15	<b>Final Exams</b>	

### **Bibliography**

Brynjolfson, Robert and Jonathan Lewis. *Integral Ministry Training: Design and Evaluation*. Pasadena, CA: William Carey Library, 2006.

Carson, D. A. *Christ and Culture Revisited*. Grand Rapids: Eerdmans, 2008.

Ember, Carol R. and Melvin Ember, eds. *Discovering Anthropology: Researchers at Work—Cultural Anthropology*. Upper Saddle, NJ: Pearson/Prentice Hall, 2007.

Ganon, Martin J., et al. *Understanding Global Cultures: Metaphorical Journeys Through 17 Countries*. Thousand Oaks, CA: Sage, 1994.

McGavran, Donald. *The Clash Between Christianity and Cultures*. Washington D. C.: Canon, 1974.

Rafferty, Kevin A. and Dorothy Chinwe Ukaegbu, eds. *Faces of Anthropology: A Reader for the 21<sup>st</sup> Century*, 5<sup>th</sup> ed. Upper Saddle, NJ: Pearson/Prentice Hall, 2007.

Rice, Patricia C. and David W. McCurdy, eds. *Strategies in Teaching Anthropology*, 2d. ed. Upper Saddle River, NJ: Prentice Hall, 2002.

Salzman, Philip Carl and Patricia C. Rice, eds. *Thinking Anthropologically: A Practical Guide for Students*. 2d ed. Upper Saddle, NJ: Pearson/Prentice Hall, 2008.

Scupin, Raymond. *Cultural Anthropology: A Global Perspective*. 7<sup>th</sup> ed. Upper Saddle, NJ: Pearson/Prentice Hall, 2008.

Scupin, Raymond, ed. *Religion and Culture: An Anthropological Focus*, 2d ed. Upper Saddle, NJ: Pearson/Prentice Hall, 2008.

Smart, Ninian. *The Religious Experience*, 5<sup>th</sup> ed. Upper Saddle, NJ: Pearson/Prentice Hall, 1996.