Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: David Ackerman, Ph.D. Email: david@acky4.com
Home Office: (208) 543-4004

Catalog Description
An introduction to cultural anthropology. The nature of culture and cultural universals; the study of structure, customs and world view.

Course Narrative & Rationale
Christian ministry occurs within the context of the peoples of the world and their cultures. Christian ministers throughout the world find their context of ministry increasingly cross-cultural. With the increasing movement of peoples from their places of origins to the urban centers of the world (large and not so large) for business, education, due to genocide and oppression, as well as for opportunity, an understanding of peoples and their cultures is fundamental to the task of participation in the missio Dei. From the earliest revelation, God’s concern for all the peoples of the world is evident. This course introduces the student to the social science of cultural anthropology and one of its major research tools, ethnographic research. These are explored in order to help the student understand how they may help in the task of cross-cultural ministry.
**Degree Objectives**
While the full range of objectives/outcomes of the MA in InterCultural Studies degree program is always the background against which the courses of the program are carried out, this course particularly focuses on objectives #2 and #3. (Please see the *NTS Catalog* page 56 for the program objectives.)

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.

3. Graduates will demonstrate sensitivity to cultural and ethnic diversity for building relationships in multicultural contexts.

**Course Outcomes**
Upon successful completion of the course, you should be able to:

1. Understand the approach of the social science of anthropology to understanding peoples and cultures. (Readings, Responses, Quizzes 1-4, Assignment 14)
2. Articulate the approach of the social science of anthropology to understanding peoples and cultures. (Readings, Responses, Assignments 2-4, 7, 8, 10-14)
3. Be conversant with key terms in cultural anthropology. (Readings, Quizzes 1-4, Assignment 11)
4. Understand the concept of culture. (Readings, Responses)
5. Understand the relationship between culture and the individual. (Readings, Responses, Quizzes 2-4, Assignments 10-14)
6. Recognize underlying similarities as well as the range of variability of human culture. (Readings, Responses)
7. Gain a cross-cultural perspective against which to view your own culture. (Readings, Responses, Assignments 3-6)
8. Gain a cross-cultural perspective against which to appreciate cultures other than your own. (Readings, Responses, Assignment 6)
9. Understand factors involved in cultural change. (Readings, Responses, Assignments 4, 11)
10. Have a broadened foundation of concepts and understanding upon which to build a cross-cultural perspective of Christian theology and ministry. (Readings, Responses, Assignments 2, 7, 14)

**Church of the Nazarene COSAC Competencies**

COSAC is the Course of Study Advisory Committee. These are the required competencies for ordination in the Church of the Nazarene which this course addresses, although only partially in some instances.

CP 15 Ability to think globally and engage cross-culturally for the purpose of mission
CX 5  Ability to describe and interpret the relationship between culture and individual behavior

CX 6  Ability to understand, appreciate, and work sensitively to explain the nature of cultures and sub-cultures

CX 7  Ability to identify and apply the principles of cross-cultural communications

Required Texts & Course Materials


Recommended Texts & Course Materials

NTS Library E-Book Collection

The NTS Library has approximately 300 titles that are available as e-books. At least one of the readings for this course is available as an e-book, and is identified as such in the Course Schedule Week 5. In order to access the Library e-books you must first create a free account. To create a free NetLibrary log-in, go to the NTS Library page on the NTS website http://www.nts.edu/library. Under LINKS click on NetLibrary account setup. Follow the instructions to enter your NTS Library ID number and PIN. If entered successfully, this will take you Database Menu. Click on NetLibrary in the upper left corner and continue to follow instructions from that point.

Course Outline
Week 1 – February 4-10
Course Introduction.

Week 2 – February 11-17
What is Anthropology?
Introduction to ethnographic interviewing

Week 3 – February 18-24
Foundations, of ethnography and of applying anthropology to ministry

Week 4 – February 25-March 3
Culture

Week 5 – March 4-10
Ethnicity and Race

Week 6 – March 11-17
Language and Communication

Week 7 – March 18-24
Reading and research week

Week 8 – March 25-31
Contextualization

Week 9 – April 1-7
Making a living
Political systems

Week 10 – April 8-14
Kinship and descent

Week 11 – April 15-21
Religion

Week 12 – April 22-28
Global issues

Week 13 – April 29-May 5
“What I learned from ethnography”

Week 14 – May 6-9
Incarnational ministry

**Course Assignments & Requirements**

1. **Readings**
   Resources for the course include the reading of texts and other materials, course lectures, and personal reflection. There are two principle texts (Kottak and Hiebert), two supplemental texts (Angrosino and Lanier), and supplemental readings.
   
a. Kottak, *Mirror for Humanity*, serves as an introductory text from the social science field of cultural anthropology. This course is based on the 7th edition of Kottak’s text. **Please note:** If you are using a different edition of Kottak, be sure that you adjust your readings and assignments to follow the 7th edition.
   
b. Hiebert and Meneses, *Incarnational Ministry*, is an integrative text by a widely recognized missiologist and an anthropologist, a father-daughter team, who help the church in mission to understand the limitations of the social sciences, particularly cultural anthropology, in the mission of the church, but also helps us learn how to utilize the insights and tools of anthropology for the benefit of the Christian mission.
   
c. Angrosino, *Projects in Ethnographic Research*, introduces the student to ethnographic interviewing, the major tool of cultural anthropology, simply yet consistent with social science standards.
   
d. Lanier, *From Foreign to Familiar*, provides a “quick start” approach to awareness of cultural differences that values both the observer and observed. The author presents categories for relating what the student has observed.

There will be a **Reading Report** of percentage read due at the end of the course.

2. **Discussion Forums**
   The Online Forum is the class discussion aspect of this online course and so the participation of all students in the course in weekly discussion forums is vital. Each week one or two Discussion Questions will be posted as part of the learning unit for that week. Initial discussion posts are due either by Wednesday or Thursday, 11:55 pm. Follow up responses should be completed by Saturday, 11:55 pm. Students are encouraged to read posts nearly every day. The first part of the week should be devoted to reading the course material. The class will take Sunday off in order to worship, rest, and fellowship. All posts are to be substantive and not simply a statement of agreement or disagreement, like or dislike. A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction. Correct grammar and accurate spelling are expected. The specific topics for these discussions will be posted in Moodle and the “Detailed Course Schedule” document posted in Moodle.

3. **Quizzes**
   There will be four quizzes from Kottak’s book. You may not use any materials when you take the quizzes, so you will need to prepare ahead of time through study and review. The dates for these quizzes can be found in the *Course Schedule* in this syllabus.
4. Written Assignments
There are 14 written assignments on a variety of topics related to the study of Cultural Anthropology. Most of these assignments are short essays of 500 words. Some of these short essays serve as the discussion post for the week. The major project is an Ethnography study which will involve interviews, research, and writing. More detailed instructions for all written assignments will be provided in Moodle.

Course evaluations will be made available in the final two or three weeks of class in Moodle.

Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>37</td>
</tr>
<tr>
<td>Reading</td>
<td>38</td>
</tr>
<tr>
<td>Writing</td>
<td>27</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities (Ethnography Term Project)</td>
<td>30</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>04</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>136</strong></td>
</tr>
</tbody>
</table>

Method for Submitting Assignments
All written assignments are to be submitted through Moodle. Please see the Detailed Course Schedule, a separate course document. All assignments, forums, and any other requirement of the course submitted through Moodle, unless otherwise stated, are due by 11:55 pm U.S. Central Standard Time.

Form and Style Expectations
All assignments are to be properly formatted according to Kate L. Turabian (tur-AH-be-un), A Manual for Writers of Term Papers, Theses, and Dissertations. 7th edition. Formatting is an integral part of good written communication and will be considered in grading, typically up to 10% of the total grade. The following are among the formatting requirements. If you have questions on formatting, please don’t hesitate to ask.

1. Please use the paper size that is appropriate for your location. Letter-size is the US standard. However, A4-size, standard for most of the world, is also acceptable for this course.
2. Written assignments must be typed, double-spaced, with approximately one inch margins, with pages properly numbered. (Cf. Turabian ¶ 14.6-7, p. 253 regarding pagination.)
3. Written assignments must have a title page that includes the paper’s title, the course number (ICS530 Cultural Anthropology), the instructor’s name, your name, and the date. (Cf. Turabian ¶ 14.18 on p. 256.)

4. For assignments of more than 1000 words, include a “Table of Contents,” or “Contents,” that indicates the various parts of your paper and the page number. (Cf. Turabian, Chapter 1, “Parts of the Paper.”)

5. In an assignment of less than 1000 words, at the top of the first page of the assignment include your name, the name of the course, the assignment title, and the date. Single space these four items.

6. Always in any work submitted, whether an ‘assignment,’ or a response, cite all sources you use. In an assignment of more than 1000 words, use either a Bibliography or Works Cited page for the resources that you reference. You do not need to cite as a source in an assignment (or response) the name of the book, article, or chapter to which you are responding.

Please note: If these formatting expectations are not followed, the assignment may be returned to the student for correction. If returned, the assignment will not be considered submitted until the corrections are made and the assignment re-submitted.

Submissions to weekly forums are not required to follow these written assignment guidelines. However, Forums ARE required to follow academic standards of spelling, grammar, and clear expression. Because Forum entries are made in a type of online format, they may seem to be a form of informal online chatting. They are not. These are considered by me (prof) as much formal graduate writing as assignments. Please feel free to write creatively and expressively, even passionately. If you have questions, please don’t hesitate to ask.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

Students are strongly encouraged to keep pace with the reading and assignments of the course. Late work will be reluctantly accepted but with penalty. All work is due by 11:55 Central Time on the date listed in the course syllabus and schedule. I will still accept any work as on time as long as it is time stamped before midnight. Moodle will give each submission a time stamp. To avoid having the wrong due time and date in Moodle, please check your personal profile to make sure your time zone matches that of NTS (set Timezone to “Server’s local time”). Late posting of discussion questions and responses will result in a 50% deduction in credit for the first week late. No discussion posts more than seven days will be counted towards the
participation grade. Late written assignments will result in a 10% reduction in credit per week late up to 50%. All assignments must be in no later than the last day of the course (5/9). Even if your work is late, it is better to turn it in and get partial credit for it. If you know of some outside responsibility that will delay your work or participation, arrangements must be made ahead of time with the professor who will take each situation into consideration on a case-by-case basis. Request for an Incomplete should be filed with the Registrar far enough ahead of time to avoid failing the course. Late penalty for incomplete assignments will be put on hold once official notice for an incomplete has been made and accepted through the Registrar’s office.

Additional Costs
In order to make some materials available to students without requiring the purchase of them, the instructor will include copyright permission for materials used. Students will be asked to reimburse these costs. At the beginning of the course the amount of additional costs will be given. The total additional costs will not exceed US $10.00. No student will be penalized in the course or prevented from fully participating in the course because of refusal or inability to pay the additional costs.

Course Grading

The following criteria are employed in evaluation and grading:

“A” (100-90) The student engages with excellence all aspects of the course as shown by engaging in and learning from her/his cultural context, promptness in submission of assignments, and online discussion and involvement. Written work is superior in every way – writing is clear, essentially without errors in form, grammar, syntax, word usage, spelling, etc. Content evidences careful reflection, insight, and originality.

“B” (89-80) The student’s engagement with all aspects of the course (as described in “A”) is above average. Writing is generally clear, with few errors of form grammar, syntax, spelling, word usage, etc. Content evidences careful preparation and meets the expectations of the assignment.

“C” (79-70) The student’s engagement with the course, including the student’s context, (see “A”) is average. Written assignments are adequate, but may have errors. Content is adequate, meets the minimum expectations of the assignment, but lacks insight and originality.

“D” (below 70) The student hardly engages the course, including failure to engage in and learn from his/her cultural context, and most assignments are below average. Writing is poor, marred with frequent errors. Content evidences lack of insight or lack of understanding of assigned materials.

“F” The student fails to do satisfactory work. Work evidences haste, lack of careful preparation, lack of basic understanding of the assigned material or of the purpose of the assignment.
Rubrics

1. Discussion Board
Participation in the forums each week will be assessed by the following method:

<table>
<thead>
<tr>
<th>Quality of Insight &amp; Support</th>
<th>Great</th>
<th>Good</th>
<th>Average, needs work</th>
<th>Poor or none</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shows critical thinking Support for opinions from readings and/or clear argumentation Relevant to topic Adds depth to discussion (5 points)</td>
<td>Some reference to course materials Some development of ideas Occasional lack of connection to topic Posts add to the discussion (4 points)</td>
<td>No reference to course materials Posts off topic Minimal support for ideas Insight into topic is lacking (3 points)</td>
<td>Does not express opinions or ideas clearly No support for ideas Minimal connection to topic (2-0 points)</td>
</tr>
<tr>
<td>Participation</td>
<td>Responds more than minimum number Takes initiative in leading discussions Strong interaction with others (5 points)</td>
<td>Responds minimum number Some initiative is evident Interaction is sporadic (4 points)</td>
<td>Responds less than minimum Responds to others but does not take initiative Marginal effort to be involved (3 points)</td>
<td>Rarely participates in discussion Seems indifferent (2-0 points)</td>
</tr>
<tr>
<td>Presentation</td>
<td>Well developed posts Goes beyond minimum number of words Well written and presented (5 points)</td>
<td>Posts show some development of thought Minimum number of words Occasional spelling and grammatical errors (4 points)</td>
<td>Posts lack structure Poor writing, some of post is difficult to follow Posts short in length (3 points)</td>
<td>Short or irrelevant remarks Posts lack care in writing, numerous writing errors, hard to follow thought (2-0 points)</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Initial post and responses by deadline (5 points)</td>
<td>Initial post and/or responses one day late (4 points)</td>
<td>Initial post and/or responses two days late (3 points)</td>
<td>Initial post and/or responses three or more days late (2-0 points)</td>
</tr>
</tbody>
</table>

A good rule of thumb: write more than you think you need. I would rather you explain your ideas than leave something to assumption. Most initial posts should be several well-organized paragraphs, with a minimum of 150 words. Each response should be a minimum of one well-organized paragraph of a minimum of 75 words. I will grade not on the quantity but the quality, but quantity is a factor. If you wish to receive a high grade for participation, give well-organized and supported responses. Participation that reaches the minimum above should expect a grade of 16-18. The highest grades are reserved for those who are significantly involved in the discussion and take the initiative, providing fresh insights into the issues.

2. Written Assignments will be graded by the following criteria. There may be some variation, depending on the type of assignment.

**Rubric for Written Work**

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Inadequate</th>
<th>Needs Attention</th>
<th>Average</th>
<th>Good</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper has clear thesis that relates to the assignment directions.</td>
<td>10</td>
<td>0-5</td>
<td>6-7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Thesis is supported by clear examples, logic, and/or references from the reading material as needed.</td>
<td>20</td>
<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
</tr>
<tr>
<td>Original insights on the topic are provided.</td>
<td>20</td>
<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
</tr>
<tr>
<td>Paper addresses the key topic of the assignment.</td>
<td>20</td>
<td>1-10</td>
<td>11-14</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
</tr>
</tbody>
</table>
Paper is organized and clearly written. | 20 | 1-10 | 11-14 | 15-16 | 17-18 | 19-20
--- | --- | --- | --- | --- | --- | ---
Proper form is followed, including references. | 10 | 0-5 | 6-7 | 8 | 9 | 10
Total

**Course grade components**

1. Reading Report | 10%
2. Kottak Quizzes | 10%
3. Written Assignments | 30%
4. Online Forums | 25%
5. Family Descent diagram | 5%
6. Ethnography | 20%
   - Written term project | 15%
   - Field notes | 5%

TOTAL | 100%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education. As an online course there are no class attendance expectations or requirements. However, all students are expected to be prompt in submitting assignments and responding to online participation. Observe due dates as these often impact the ability for other students to respond to what you have submitted. If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student. See “Policy regarding late work” above.

**Course Calendar** *(with objective and outcome links)*
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Activity</th>
<th>Description</th>
<th>Degree Objectives</th>
<th>Course Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2/4-10</td>
<td>Reading</td>
<td>Lanier, Preface, Intro, and Chaps 1-3 (pp 7-39)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Assignment #0</td>
<td>Personal introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment #1</td>
<td>Questions that cultural anthro may help answer</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Forum Week 1</td>
<td>Response to Lanier, Foreign to Familiar, P, I, and Chaps 1-2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2 2/11-17</td>
<td>Reading</td>
<td>Kottak, Mirror, Intro and Chapter 1 (pp 1-22 + 5)</td>
<td>3</td>
<td>1,3</td>
</tr>
<tr>
<td></td>
<td>Assignment #2</td>
<td>Whiteman article, Incarnational Connection</td>
<td>2</td>
<td>2,10</td>
</tr>
<tr>
<td></td>
<td>Forum Week 2</td>
<td>Response to readings</td>
<td>3</td>
<td>1,2,4</td>
</tr>
<tr>
<td>3 2/18-24</td>
<td>Reading</td>
<td>Angrosino, Chap 2, Chap 4 (18 pp)</td>
<td>3</td>
<td>1,5</td>
</tr>
<tr>
<td></td>
<td>Assignment #3</td>
<td>Report on a friendly conversation</td>
<td>3</td>
<td>2,7</td>
</tr>
<tr>
<td></td>
<td>Forum Week 3</td>
<td>Role of participant observer</td>
<td>3</td>
<td>2,5</td>
</tr>
<tr>
<td>4 2/25-3/3</td>
<td>Reading</td>
<td>Kottak, Mirror, Chap 2 Culture (23pp)</td>
<td>3</td>
<td>1,3,4</td>
</tr>
<tr>
<td></td>
<td>Assignment #4</td>
<td>Enculturation, acculturation, ethnocentrism (500wds)</td>
<td>2</td>
<td>2,7,9</td>
</tr>
<tr>
<td></td>
<td>Forum Week 4</td>
<td>Observation in a public place</td>
<td>3</td>
<td>7,8</td>
</tr>
<tr>
<td>5 3/4-10</td>
<td>Reading</td>
<td>Kottak, Chap 11 Ethnicity and Race (35pp)</td>
<td>3</td>
<td>1,5,7,8</td>
</tr>
<tr>
<td></td>
<td>Assignment #5</td>
<td>Using descriptive questions (500wds)</td>
<td>3</td>
<td>7,8</td>
</tr>
<tr>
<td></td>
<td>Forum Week 5</td>
<td>Response to Paris’ chapter (250wds)</td>
<td>2</td>
<td>2,9</td>
</tr>
<tr>
<td>6 3/11-17</td>
<td>Reading</td>
<td>Kottak, Mirror, Chap 4 Language and Communication (25pp)</td>
<td>3</td>
<td>1,3</td>
</tr>
<tr>
<td></td>
<td>Assignment #6</td>
<td>Ethnography – structure and contrast questions</td>
<td>3</td>
<td>7,8</td>
</tr>
<tr>
<td></td>
<td>Forum Week 6</td>
<td>Language learning</td>
<td>2</td>
<td>2,5</td>
</tr>
<tr>
<td>7 3/18-24</td>
<td>Reading</td>
<td>White Man, contextualization article (6pp)</td>
<td>2</td>
<td>1,5,10</td>
</tr>
<tr>
<td></td>
<td>Assignment #7</td>
<td>Response to White Man article (500wds)</td>
<td>2</td>
<td>2,10</td>
</tr>
<tr>
<td></td>
<td>Forum Week 7</td>
<td>Follow up ethno with structural and contrast questions</td>
<td>3</td>
<td>2,5</td>
</tr>
<tr>
<td></td>
<td>Assignment #8</td>
<td>Submit topic for major ethnography project (1 pg)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8 3/25-31</td>
<td>Reading</td>
<td>Kottak, Mirror, Chap 4 Language and Communication</td>
<td>3</td>
<td>1,3,5</td>
</tr>
<tr>
<td></td>
<td>Assignment #9</td>
<td>How people make a living</td>
<td>3</td>
<td>1,9</td>
</tr>
<tr>
<td></td>
<td>Forum Week 9</td>
<td>Describe major type in your society (250 wds)</td>
<td>3</td>
<td>2,7</td>
</tr>
<tr>
<td></td>
<td>Assignment #10</td>
<td>Update on ethnography project</td>
<td>2</td>
<td>2,5</td>
</tr>
<tr>
<td>9 4/1-7</td>
<td>Reading</td>
<td>Kottak, Mirror, Chap 7 Families, Kinship, Chap 8 Gender</td>
<td>3</td>
<td>1,3</td>
</tr>
<tr>
<td></td>
<td>Assignment #11</td>
<td>Family descent diagram</td>
<td></td>
<td>2,3,5,9</td>
</tr>
</tbody>
</table>

Reading and Research Week
### Bibliography

**Ethnographic Research**

Angrosino, Michael V. *Doing Cultural Anthropology: Projects for Ethnographic Data Collection.* Prospect Heights: Waveland Press, 2002. Introduces ethnographic research through essays by a variety of writers. Each essay concludes with a guided project to accomplish in order to gain experience in the specific type of research.


Spradley, James P. *The Ethnographic Interview.* Belmont, CA Wadsworth Group/Thomson Learning, 1979. A near-classic text in the approach of ethnographic interviewing with 12 steps clearly explained. Illustrative material is drawn from two in-depth ethnographic projects of the author.


Wolcott, Harry F. *Ethnography Lessons: a Primer.* Walnut Creek: Left Coast Press, Inc., 2010. The author draws on his many years of working with ethnographic research to guide the beginner in understanding the approach of this research methodology. Personal, very readable, and highly recommended for the person new to ethnography.

**1. Books:** The following books may be helpful in some of the areas studied in this course.


Gannon, Martin J., and Rajnandini Pillai, eds. *Understanding Global Cultures: Metaphorical Journeys Through 29 Nations, Clusters of Nations, Continents, and Diversity*. 4th ed. Los Angeles: SAGE Publications, 2010. From the back cover: In Understanding Global Cultures, Fourth Edition, authors Martin J. Gannon and Rajnandini Pillai present the cultural metaphor as a method for understanding the cultural mind-sets of individual nations, clusters of nations, and even continents. The fully updated Fourth Edition continues to emphasize that metaphors are guidelines to help outsiders quickly understand what members of a culture consider important. This new edition includes a new part structure, three completely new chapters, and major revisions to chapters on American Football, Russian Ballet, and the Israeli kibbutz."


Hall, Edward T, and Mildred Reed Hall. *Understanding Cultural Differences: Keys to Success in West Germany, France, and the United States*. Yarmouth, Maine: Intercultural Press Inc. 1990. Identifies key concepts to use in comparing cultures, then looks at how those concepts are specifically carried out in these three cultures. Helpful for those traveling and/or doing business among these cultures.


Network that seeks to help North American churches develop new approaches to incarnational living of the gospel in a Western culture.


Nicolae, Valeriu, and Hannah Slavik, eds. *Roma Diplomacy*. Malta: The DiploFoundation, 2007 (NewYork: The International Debate Education Association, 2007). With origins in India but identified as from Egypt (“Gypsies”), the Roma of Europe are outcasts in every country in which they exist.
This book addresses the prejudice against the Roma in business and seeks to develop understanding, recognition, and rights for this fascinating cultural group. Includes case studies.


2. Journal articles: The following journal articles may be helpful in some of the areas studied in this course.


