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

Moodle
Nazarene Theological Seminary uses Moodle as its Internet-based course management system (moodle.nts.edu). The NTS Moodle website provides guidance to help you in the fullest and most efficient use of Moodle. The Moodle administrator is also available to assist you in the use of Moodle. The administrator may be contacted at http://support.nts.edu.

Be sure that the email address that you have listed in Moodle is current. (NTS faculty and staff cannot be responsible for communications you have missed due to an out of date email address, or your failure to check your Moodle account in a timely way.)

Instructor Information
Instructor: Bill Selvidge, DMiss
(biographical information can be found at http://www.nts.edu/faculty/dr-william-l-selvidge.html)
Direct office phone: 816-268-5492 (Voice messages left at this number will automatically be sent to the instructor’s email account where they may be received.)
Edress: bselvidge@nts.edu

Course Description
A study of the contributions cultural anthropology makes to the discipline of missiology. The course will encourage students to develop a model they can use in ministering in specific societies and cultures. Attention will be given to a study of the issues involved in cross-cultural communication, contextualization, and social transformation in evangelism and church planting in cross-cultural settings. (NTS Catalog 2011-12, p. 96)

Course Narrative and Rationale
Missionary Anthropology introduces the application of cultural anthropology to the work of cross-cultural living and ministry. The course will seek to help you apply concepts such as culture, cultural change, worldview, and communication to the work of cross-cultural ministry, with particular emphasis
on the development of skills in ethnographic interviewing. A previous foundation in cultural anthropology will be helpful but is not required.

**Resources for the Course**

Resources for the course include the reading of texts and articles, course lectures, guided exercises to develop skills in ethnographic interviewing, personal reflection, and resourcing through peer interaction.

**MAICS Program Objectives and Outcomes**

The MAICS Program Objectives and Outcomes may be found on page 59 of the *NTS Catalog* (2013-14). This course seeks to implement and fulfill the following MAICS Program Objectives and Outcomes:

3. Understanding of the factors that constitute the contexts in which the Church participates in the missio Dei, the student will:
   a. Identify how culture influences cross-cultural communication and ministry
   c. Interpret the variety of cultures as a gift of God’s grace
   e. Demonstrate an attitude of a learner in cross-cultural contexts

4. Application of missiological tools to assist the Church in engaging its missional context as it fulfills its missional calling; the student will:
   a. Adapt ethnographic research tools as a means to exegete specific contexts for ministry practice

**Course Outcomes**

The following are the expected outcomes for a student who has completed this course. You will be able to:

1. Appreciate the contribution and the limitations the social sciences make to the Christian mission.
2. Be able to articulate the contribution and the limitations the social sciences make to the Christian mission.
3. Have begun utilizing the social sciences, especially anthropology, in forming an approach to the practice of cross-cultural ministry.
5. Begun utilizing specific skills necessary to minister as a Christian in cross-cultural settings.
6. Have an increasing appreciation for the variety of human cultures and embrace cross-cultural encounters and relationships.
7. Will have begun to develop cross-cultural encounters into relationships.
8. Will have developed skills in cross-cultural understanding by learning to observe, listen, and interview through guided exercises.
9. Will have learned how to begin to appreciate a specific cultural context by having developed, and will have actually carried out, a limited ethnography.

**Church of the Nazarene COSAC Competencies**

COSAC (Course of Study Advisory Committee) requires certain competencies for ordination in the Church of the Nazarene. The following are the specific competencies addressed in this course.

<table>
<thead>
<tr>
<th>COSAC Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 15</td>
<td>Ability to think globally and engage cross-culturally for the purpose of mission</td>
</tr>
<tr>
<td>CX 2</td>
<td>Ability to analyze and describe congregations and communities</td>
</tr>
<tr>
<td>CX 5</td>
<td>Ability to describe and interpret the relationship between culture and individual behavior</td>
</tr>
<tr>
<td>CX 6</td>
<td>Ability to understand, appreciate, and work sensitively to explain the nature of cultures and sub-cultures</td>
</tr>
<tr>
<td>CX 7</td>
<td>Ability to identify and apply the principles of cross-cultural communications</td>
</tr>
<tr>
<td>CX 11</td>
<td>Ability to describe basic missiological principles and to apply them to the development of ministry in the local church</td>
</tr>
</tbody>
</table>
Required Texts and Course Materials

Required Texts


Required Other Course Materials


Recommended Texts (These are helpful supplemental texts that may be referenced during the course. They are not required.)


For reference

You may be able to find what you need from Turabian at [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

Course outline
Please see separate document, “Course Outline, Assignments, and Course Schedule” for details of the course.

Course Assignments and Requirements
For course assignments and requirements please see the Course Schedule as a separate document.

<table>
<thead>
<tr>
<th>Requirement/Assignment</th>
<th>Due</th>
<th>% of course grade</th>
<th>Course outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading of texts</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assign #1 – Whiteman article</td>
<td>Fri, Wk 2</td>
<td>10</td>
<td>1, 2</td>
</tr>
<tr>
<td>Assign #2 Interview: “Tell me about . . .”</td>
<td>Fri, Wk 3</td>
<td>6</td>
<td>3, 5, 8</td>
</tr>
<tr>
<td>Assign #3 Spradley, Friendly Conversation</td>
<td>Tues, Wk 4</td>
<td>6</td>
<td>3, 4, 8</td>
</tr>
<tr>
<td>Assign #4 Kraft, Communication myths</td>
<td>Tues, Wk 4</td>
<td>7</td>
<td>3, 5</td>
</tr>
<tr>
<td>Assign #5 Receptor-oriented communication</td>
<td>Tues, Wk 5</td>
<td>7</td>
<td>3, 5</td>
</tr>
<tr>
<td>Assign #6 Interview: descriptive questions</td>
<td>Tues, Wk 6</td>
<td>6</td>
<td>3, 5, 7</td>
</tr>
<tr>
<td>Assign #7 Ethnography project focus</td>
<td>Fri, Wk 6</td>
<td>4</td>
<td>3, 5, 7</td>
</tr>
<tr>
<td>Assign #8 Interview: contrast and structural questions</td>
<td>Fri, Wk 9</td>
<td>6</td>
<td>3, 5, 7, 8</td>
</tr>
<tr>
<td>Assign #9 Identify good ethnographic practices</td>
<td>Tues, Wk 10</td>
<td>5</td>
<td>3, 5, 7, 8</td>
</tr>
<tr>
<td>Assign #10 Ethnography update</td>
<td>Fri, Wk 10</td>
<td>3</td>
<td>3, 5, 7</td>
</tr>
<tr>
<td>Assign #11 Ethnographic term project</td>
<td>Sat, Wk 12</td>
<td>30</td>
<td>3, 4, 5, 6, 7, 8, 9</td>
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</table>

Student Learning Hours

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<tr>
<th></th>
<th>hours</th>
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</thead>
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<tr>
<td>Face-to-face Class Sessions</td>
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</tr>
<tr>
<td>Reading</td>
<td>43</td>
</tr>
<tr>
<td>Writing</td>
<td>47</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>136</td>
</tr>
</tbody>
</table>

Method for Submitting Assignments
All written assignments are to be typed and submitted through this course on Moodle. Exceptions, such as ethnographic field notes, will be indicated in the course schedule.

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. (An online Turabian Quick Guide may be found at [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html).) Formatting is an
integral part of good written communication and will be considered in grading, typically up to 5% of the total grade. The following are among the formatting requirements. If you have questions on formatting, please don't hesitate to ask.

1. Papers must be typed, double-spaced, with approximately one inch margins, and with pages properly numbered. (Cf. Turabian ¶ 14.6-7, p. 253 regarding pagination.)
2. For the final ethnography report include a title page that includes the paper’s title, the course number (MSS535 Missionary Anthropology), the instructor's name, your name, and the date. (Cf. Turabian ¶ 14.18 on p. 256.)
3. 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.”)
4. Use either a Bibliography or Works Cited page for the resources used/cited that you reference.
5. Verbatims are single-spaced.
6. Quotes of more than five lines are to be single-spaced and indented.

**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. Guidelines for inclusive language usage may be found at [www.wcwim.org](http://www.wcwim.org)

**Policy Regarding Late Work**

Students are strongly encouraged to keep pace with the reading and assignments of the course. Late work will be reluctantly accepted but with penalty. If submitted within one week of the posted schedule the penalty will be 20% of the possible grade for that assignment. After two weeks the grade will be reduced by 50%. No assignment will be accepted past three weeks beyond the due date. Exceptions may be given for personal or family emergencies that require you to leave town. No assignment will be accepted past the last day of the course, December 13.

**Additional Costs**

There are no additional costs connected to this course.

**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 attendance, promptness (including submission of assignments), and class 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 (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 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.

The course grade will be figured according to the following scale:

- 100-90 – A
- 89-80 – B
- 79-70 – C
- 69-60 – D
- 59 or below - F

Please note: A course grade of (A) is possible only if all assignments have been completed and submitted (See above for submission deadlines.)

**Plagiarism**

Be sure to read and understand the content and implications of the Plagiarism statement in the NTS Student Handbook (p 19) [http://www.nts.edu/nts-resources/student-handbooks](http://www.nts.edu/nts-resources/student-handbooks).

Part of the purpose of study at NTS is to develop insights into ministry, to develop the ability to analyze and critique various theses and views and to integrate these into ministry, and to develop a philosophy and practice of ministry based on reflection, guidance, and personal interaction with instructors, fellow students, and other resource persons either in person or through their writing.

All assignments in this course are made with the assumption that the work submitted is the student’s own work. Failure to adhere to these requirements will result in a failing grade for the course.

Give careful attention to the use of Internet sources. While the Internet provides easy access to a wealth of resources, as with all other resources, Internet resources must be carefully selected and properly cited and referenced.

**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Bibliography**

The follow resources may be of help in your application of cultural anthropology to missions, both in regard to theoretical foundations and in application.


Appendix A

MSS535 MISSIONARY ANTHROPOLOGY
Worksheet for Whiteman – Incarnational Connection

MSS535 Missionary Anthropology
Darrell L. Whiteman, Anthropology and Mission: the Incarnational Connection
Group Worksheet

In the section ‘The Incarnational Connection’ beginning on page 407, Whiteman insists that the Incarnation serves as the reason, not just pragmatically, but theologically for the necessity of anthropology informing the Christian mission.

As a group discuss how the incarnation serves as a bridge between anthropology and mission. You may find it helpful to consider the following:

1. “The various cultures of the world are gifts of God’s grace.” (408) How so? Have you experienced this?

2. Why is it important for cross-cultural ministers of the gospel (missionaries) to get beyond a tourist-type fascination with cultures?

3. How can anthropology help us with this task?

4. “When we take the Incarnation seriously as a model for mission, it frequently means downward mobility. Incarnation for Jesus led to crucifixion, and for us this means that there will be many things in our life that we will have to die to—our biases and prejudices, our lifestyle, our agenda of what we want to do for God . . . ” (409)

   Have you observed or experienced this kenotic process?

   Why is this so difficult, especially when we feel that we have so much to offer others?
Week 1 (2/4)
Course Introduction
The Christian mission and the social sciences

Read the following:

Assignment #1 (Outcomes 1, 2)
Read pages 397-403, 406-410. Pages 403-406 relate the development of the journals for missiology and anthropology. Although they provide excellent historical information, they may be omitted for this assignment. In the section 'The Incarnational Connection' beginning on page 407, Whiteman insists that the Incarnation serves as the reason, not just pragmatically, but theologically for the necessity of anthropology informing the Christian mission. How does he support his argument? May we as Christians become this closely connected to anthropology based as it is on certain assumptions that we typically do not accept as Christians? Be prepared to explore these issues in class discussion. See the group discussion worksheet, Appendix 1, of this syllabus that is to be submitted as Assignment #1. Submit through Moodle Assignment #1 not later than 11:55 pm Saturday of Week 2 (2/15) (following our class discussion).

Week 2 (2/11)
Ethnographic Research – Introduction

Read the following:
Moschella, Ethnography as a Pastoral Practice, Chapter 1 “Getting Started: Understanding Ethnography” 25-45.
Spradley, Ethnographic Interview
Chapter One, Ethnography and Culture (3-16)
Chapter Two, Language and Field Work (17-24)


Assignment #2: (Outcomes 3, 5, 8)
One of the most helpful ways to begin to learn about people by learning from people is to ask the simple question, "Tell me about _____________. With someone you know somewhat, or fairly well, think of something about them – where they are from, an interest or hobby they have mentioned, some place they have visited you have not, etc. – and ask them, "Tell me about ____________, and fill in the blank with what you’d like to learn from them. Listen to what they say, asking or saying only the kinds of things that will help them open up further about the topic. Chat for 15 or 20 minutes and end the conversation appropriately. As soon as you can make notes on what you learned from the person. Include direct
quotes (verbatims). Include your response. Write a summary of your experience and submit it through Moodle Assignment #2 not later than 11:55 pm Tuesday of Week 3 (2/18).

**Week 3 (2/18)**

**Communication**

**Read the following:**
Kraft, *Communication Theory for Christian Witness*
- Chapter 1, Intimacy with God the Father (1-10)
- Chapter 2, What Does God Want Communicationally? (11-23)
- Chapter 3, Ten Myths Concerning Communication (24-37)

Spradley, *Ethnographic Interview*
- Chapter Three, Informants (25-39)

Moschella, *Ethnography as a Pastoral Practice*
- Chapter Two, Religious Practice: Clarifying the Questions (46-62)

**Assignment #3**: (Outcomes 3, 4, 8)

Step Two in Spradley details various components of a friendly conversation. Observe yourself in friendly conversations. Prepare field notes that include:
- date, time, context (location, setting)
- two verbatim exchanges
- your evaluation of how your experience relates to Spradley’s points
- how your experience gives you understanding of yourself and others

Approximately one to two pages typewritten summary submitted through Moodle Assignment #5 not later than 11:55 pm Tuesday of Week 4 (2/25). Field notes are to be submitted in rough (handwritten) form.

**Assignment #4** (Outcomes 3, 5)

Choose two of Kraft’s “Myths Concerning Communication,” one you find yourself nodding your head and agreeing with, and one that you noticed you’ve raised an eyebrow, not sure if he’s on the right track. Write a response of 500 words describing your responses/reactions, and submit through Moodle Assignment #4 not later than 11:55 pm Tuesday of Week 4 (9/25).

**Week 4 (2/25)**

**Communication**

**Ethnography - Informants**

**Read the following:**
Kraft, *Communication for Christian Witness*
- Chapter 4, Person and Message (38-51)
- Chapter 5, Message and Technique (52-66)
- Chapter 6, The Key Participant: The Receptor (67-80)

Spradley, *Ethnographic Interview*
- Step One, Locating an Informant (45-54)
- Step Two, Interviewing an Informant (55-68)

**Assignment #5.** (Outcomes 3, 5)

Kraft refers to his theory of communication as “receptor-oriented.” In 100-150 words explain this theory as if describing it to a roommate or friend who hasn’t taken the course or read the book. How does your communication approach compare to this? (You may first need to consider characteristics of a
communicator/speaker/source –oriented approach.) In another 200-250 words (400 total) describe at least two ways that embracing ROC (receptor-oriented communication) would alter the way you tend to communicate. Submit your written assignment through Moodle Assignment #5 not later than 11:55 pm Tuesday of Week 5 (3/4).

**Week 5 (3/4)**

**Ethnographic Research – Interviewing**

Read the Following:

Kraft, *Communication Theory for Christian Witness*
- Chapter 7, How Does Meaning Happen? (81-98)
- Chapter 8, What Keeps People from Misinterpreting More Often? (99-108)

Spradley, *Ethnographic Interview*
- Step Four, Asking Descriptive Questions (78-91)
- Step Seven, Asking Structural Questions (120-131)

Moschella, *Ethnography as a Pastoral Practice*
- Chapter Six, Ears to Hear: Pastoral Listening in the Field (141-166)

**Assignment #6.** (Outcomes 3, 5, 7)

Find an informant from whom you would like to learn. It’s fine to tell them that you are doing this as a learning project. This can be just about anyone! Determine an aspect of their life and use descriptive questions (“tell me about . . .” or “could you describe . . .”) to learn from them. For this interview choose an area that can be described rather than asking about attitudes or feelings. The less you know about the topic your informant is describing the easier it will be to see the usefulness of this approach. Follow up your interview in a day or two with several structural questions. Keep good field notes, including verbatims. Prepare a summary of your interviews in a paper of 400 words and submit through Moodle Assignment #6 not later than 11:55 pm Tuesday of Week 6 (3/11).

**Week 6 (3/11)**

**Ethnography – Keeping Records**

Read the following:

Kraft, *Communication Theory for Christian Witness*
- Chapter 9, The Vehicles We Employ (109-128)

Spradley, *Ethnographic Interview*
- Step Three, Making an Ethnographic Record (69-77)
- Step Five, Analyzing Ethnographic Interviews (92-106)
- Step Six, Making a Doman Analysis (107-119)

Moschella, *Ethnography as a Pastoral Practice*
- Chapter Three, Research Design: Sketching Out a Path (63-85)
- Chapter Five, Keeping Track of the Journey: Notes from the Field (115-140)
- Chapter Seven, Organizing Data: Methods for Analysis (167-190)

**Assignment #7.** (Outcomes 3, 5, 7)

Identify the group/person that will be the focus of your larger ethnography that is the term project. In a paragraph briefly summarize how you will approach this research. Submit through Moodle Assignment #7 not later than 11:55 pm on Saturday (3/15) of Week 6.

**Week 7 (3/18)**

**Reading and Research Week**

*Class does not meet this week, and no assignments are due during this week. Continue reading and working with course assignments.*
**Week 8 (3/25)**

**Interviewing – Asking Questions**

Read the following:
- Spradley, Ethnographic Interview
  - Step Eight, Making a Taxonomic Analysis (132-154)
  - Step Nine, Asking Contrast Questions (155-172)
- Moschella, *Ethnography as a Pastoral Practice*
  - Chapter Four, Caring for Relationships: The Ethics of Pastoral Research (86-114)

**Week 9 (4/1)**

**Ethnography – Composing the Story**

Read the following:
- Spradley, Ethnographic Interview
  - Step Eleven, Discovering Cultural Themes (185-203)
  - Step Twelve, Writing an Ethnography (204-216)
- Moschella, *Ethnography as a Pastoral Practice*
  - Chapter Eight, Writing It Up: Composing the Story (191-213)

**Assignment #8**: (Outcomes 3, 5, 7, 8)
Continue interviewing the respondent you have already interviewed. This time, focus on contrast, structural, and other types of questions. Refer to your field notes and summaries and select areas where these various questions will help you deepen your understanding. Following your interview respond with a 300 word summary and submit through Moodle **Assignment #8** not later than 11:55 pm Saturday (4/5) of **Week 9**.

**Week 10 (4/8)**

**Ethnography – Composing the Story**

Read the following:
- Moschella, *Ethnography as a Pastoral Practice*
  - Chapter Nine, Sharing the Results: Weaving a Theological Narrative (214-236)


**Assignment #9**: (Outcomes 5, 8)
Recording interviews, keeping good field notes, is essential to ethnographic research. From your experience so far in this course, and from your reading of Spradley and others, what are the principles that are appropriate for the type of ethnographic work we are doing in this course, and what has been your experience so far in observing these principles? What do you need to work on to improve your record keeping? Prepare a response of 300 words and submit through Moodle **Assignment #9** not later than 11:55 pm Tuesday of **Week 11 (4/15)**.
Week 11 (4/15)
Ethnography – Understanding for Ministry

Read the following:
Kraft, Communication Theory for Christian Witness
Chapter 10, The Part Played by Context (129-141)
Moschella, Ethnography as a Pastoral Practice
Chapter Ten, Ethnography for Change: Co-authoring the Future (237-255)

Assignment #10 (Outcomes 3, 5, 7)
Update your work with your final ethnography. Is your research interviewing progressing as planned? Have you encountered difficulties? Are there ways the other course participants or the instructor can help you? Submit a brief (150-200 words) update through Moodle Assignment #10 not later than 11:55 pm Saturday of Week 11 (4/19).

Week 12 (4/22)
Ethnography – Presentation and Reflection

Read the following:
Kraft, Communication Theory for Christian Witness
Chapter 11, How Does an Effective Communicator Operate? (142-159)
Chapter 12, Communicating for Life Change (160-174)

Class will be given to sharing the results of our ethnographic work this semester.

Assignment #11. (Outcomes 3, 4, 5, 6, 7, 8, 9)
This month will be given to filling out more of your ethnography. We will work as a class to assist each other in sharing the progress of our research and reflecting on how we can learn from our respondents/informants. Assignment #11 is the final written summary of the ethnographic research you have done this semester. Submit thorough Moodle not later than 11:55 pm Saturday (4/26) of this Week 12.

Week 13 (4/29)
Ethnography – Presentation and Reflection
A well as presenting the resulting of our research, we will be stepping back to summarize the process we have studied and attempted to put into practice.

Week 14 (5/6)
Ethnography – Presentation and Reflection and evaluation of the process of ethnographic research from this semester.