ICS 530 Cultural Anthropology
2014 Spring Semester (Online)
February 3 – May 9, 2014

Bill Selvidge, Instructor

Essential (as well as helpful) 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
NTS Library E-Book Collection
The NTS Library has more than 1000 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. If you do not yet have a Library account number and pin, contact the Library staff.

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 (NTS faculty and staff cannot be responsible for communications you have missed due to an out of date email address, or your failure to check your Moodle account in a timely way.)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/dr-bill-selvidge)
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.)
Email: bselvidge@nts.edu

Catalog Description
An introduction to cultural anthropology. The nature of culture and cultural universals; the study of structure, customs and world view. (NTS Catalog 2012-13, 94)

Course Narrative and Rational
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 interviewing. 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 #3 and #4. (Please see the NTS Catalog page 59 for the degree program objectives and outcomes.)

3. Understanding of the factors that constitute the contexts in which the Church participates in the missio Dei, exhibited in the following outcomes; the student will:
   a. Identify how culture influences cross-cultural communication and ministry
   b. Articulate ways in which cultures adapt to and live in a particular environment
   c. Interpret the variety of cultures as a gift of God’s grace
   e. Explore respectful ways of engaging multi-faith and non-faith contexts.
4. Application of missiological tools to assist the Church in engaging its missional context as it fulfills its missional calling, exhibited in the following outcomes; the student will:
b. Equip others to serve in cross-cultural ministry, identifying best practices in cross-cultural communication, integrating principles and practice, and incorporating the Church’s resources for ministry
c. Demonstrate an attitude of a learner in cross-cultural settings

Course Outcomes
Please see the Table of learning activities for this course on page XX that list the MAICS Degree Program Objectives as well as the Course Outcomes for each learning activity.

Upon successful completion of the course, you should be able to:
1. Understand the approach of the social science of cultural 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. Learn the approach of ethnographic interviewing as a methodology to exegesis cultural context.
6. Develop skills in ethnographic interviewing through guided exercises resulting in a major term project.
7. Understand the relationship between culture and the individual. (Readings, Responses, Quizzes 2-4, Assignments 10-14)
8. Recognize underlying similarities as well as the range of variability of human culture. (Readings, Responses)
9. Gain a cross-cultural perspective against which to view your own culture. (Readings, Responses, Assignments 3-6)
10. Gain a cross-cultural perspective against which to appreciate cultures other than your own. (Readings, Responses, Assignment 6)
11. Understand factors involved in cultural change. (Readings, Responses, Assignments 4, 11)
12. 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 subcultures
CX 7 Ability to identify and apply the principles of cross-cultural communications

Required Texts


2. Articles

*Course Outline*
(See also the *Course Schedule* that is a separate course document.)

**Week 1 – February 3-9**
Course Introduction
What is anthropology?

**Week 2 – February 10-16**
Introduction to ethnographic interviewing

**Week 3 – February 17-23**
The concept of culture

**Week 4 – February 24-March 2**
Language and Communication

**Week 5 – March 3-9**
Ethnicity and Race

**Week 6 – March 10-16**
Gender and sexuality

**Week 7 – March 17-23**
Economies

**Week 8 – March 24-30**
Reading and research week

**Week 9 – March 31-April 6**
Authority and Power

**Week 10 – April 7-13**
Kinship and marriage

**Week 11 – April 14-20**
Religion

**Week 12 – April 21-27**
Global issues

**Week 13 – April 28-May 4**
Identify society types
“What I learned from ethnography”
**Week 14 – May 5-9**

**Incarnational ministry**

**Course Assignments**

All written assignments are to be submitted through Moodle. Please see the *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 of the date listed.

**Online Forum Instructions**

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. Students are required to post summary comments on the weekly assigned reading of the course, or other topic as indicated. All posts are to be substantive and not simply a statement of agreement or disagreement, like or dislike. (Please see the **Forum Posting Guidelines** below.) Begin by responding to the thread that is already posted on Moodle for each Forum.

An original post of 125 words (unless otherwise indicated) is required by each student by Tuesday (11:55 pm) of the week, with at least two follow-up substantive responses of at least 75 words (unless otherwise indicated in the specific forum assignment): one follow-up is due by 11:55 pm Thursday, and the second follow-up response due not later than 11:55 pm Saturday (unless otherwise indicated), for a total of three responses per weekly **Forum**. Students will be given a grade on their participation and the contributive value of the responses every one to two weeks of the course.

<table>
<thead>
<tr>
<th>Forum Posting Guidelines*</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Initiative Shown</td>
<td>Rarely participates in discussion; does not make an effort to participate; seems indifferent</td>
<td>Limited initiative, does not post minimum requirement; marginal effort to become involved with the discussion topic.</td>
<td>Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by the class.</td>
<td>Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
</tr>
<tr>
<td>Relevance of Posts</td>
<td>Posts responses which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most responses are short in length and offer no further insight into the topic</td>
<td>Frequently posts responses that are related to discussion content; prompts further discussion of topic</td>
<td>Consistently posts responses related to discussion topic; cites additional references related to topic in order to further discussion</td>
</tr>
<tr>
<td>Clarity of opinions/ideas; connection to topic</td>
<td>Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors</td>
<td>Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned</td>
</tr>
</tbody>
</table>

*This rubric adapted from a rubric by Dean Blevins, PhD.

**Resources for the Course**

Resources for the course include the reading of texts and other materials, course lectures, and personal reflection. There are three principle texts listed on pages 3-4 above under **Required Texts**. Supplemental materials will be made available through Moodle, or through NTS Library ebooks.
Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>12</td>
</tr>
<tr>
<td>Reading</td>
<td>32</td>
</tr>
<tr>
<td>Writing</td>
<td>73</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>20</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>06</td>
</tr>
<tr>
<td>TOTAL</td>
<td>142</td>
</tr>
</tbody>
</table>

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*. 8th 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. 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, a title page is certainly acceptable but is not required. In lieu of a title page, 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. You do not need to cite as a separate source in an assignment (or response) the name of the book, article, or chapter to which you are responding. Including the page number in parentheses is sufficient.

**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 an online format, they may seem to be a form of informal online chatting. They are not. These are as much formal graduate writing as other 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 English 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 writing. All written work presented to meet course requirements must use gender inclusive language.

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 two days of the posted schedule the penalty will be 20% of the possible grade for that assignment. After two days through seven days the grade will be reduced by 50%. No assignment will be accepted past seven days beyond the due date.
Exceptions are: your hospitalization or the death of a close friend or family member that requires you to leave town. No assignment will be accepted past the last day of the online course, May 10.

**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.

**Course grade components**

1. Assignments 30%
2. Online Forums 20%
3. ICA Quizzes 16%
4. Family Descent diagram 10%
5. Ethnography 24%
   a. Written term project 20%
   b. Field notes 4%

**TOTAL** 100%

**Class attendance**

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. (See “Policy regarding late work” above.)
The following table lists the various requirements for this course including the **Degree Objectives** as well as the **Course Outcomes** for each learning activity.

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Activity</th>
<th>Description</th>
<th>Degree Objectives</th>
<th>Course Outcome</th>
</tr>
</thead>
</table>
| 1    | Readings          | • Lanier, Preface, Intro, and Chaps 1-3 (pp 7-39)  
• H&W *ICA*, Preface and Chap 1 Disc of Anthropology | 3 | 8, 1,3 |
|      | Assignment #0     | Personal bio |                 |                |
|      | Assignment #1     | Questions that cultural anthro may help answer | 3 | 7 |
|      | Forum Week 1      | Response to Lanier, *Foreign to Familiar*, P, I, and Chaps 1-2 | 3 | 2 |
| 2    | Readings          | • Introduction to Ethnographic Interviewing (Selvidge)  
• Moschella, *Ethnography as a Pastoral Practice*, Chapter 1 “Getting Started: Understanding Ethnography” 25-45  
• Outline on Spradley, the Friendly Conversation | 4 | 5,6 |
|      | Assignment #2     | Report on a Friendly Conversation | 4 | 2,5,6 |
|      | Forum Week 2      | Response to readings | 3 | 1,2,4 |
| 3    | Readings          | • H&W *ICA*, Chap 2, Culture  
• Hiebert & Meneses, Incarnational Ministry, Chap 1 and Chap 2 | 3 | 1,2,3,4,11,12 |
|      | Quiz #1           | Terms – *ICA* Chaps 1 & 2 | 3 | 3 |
|      | Assignment #3     | Participant Observations | 3 | 2,5,6,10 |
|      | Forum Week 3      | Participant Observations | 3 | 2,5,6,10 |
| 4    | Readings          | • H&W *ICA*, Chap 3 Language  
• Lanier, *Foreign to Familiar*, Chaps 4-6  
• Hiebert & Meneses, *IM*, Chap 4 Tribal Societies  
• Riggins, Jill. "Expressing Complex Thoughts in a Small Vocabulary." | 3 | 1,3,4  
  |        | Quiz 2            | Terms – *ICS* Chap 3 Language | 3 | 3 |
|      | Assignment #4     | Ethnographic interviewing | 4 | 5,6 |
|      | Forum Week 4      | Language learning | 3 | 2 |
| 5    | Readings          | • H&W *ICA*, Chap 4 Race, Ethnicity, & Class  
• Newsweek article, “My Black Skin Makes My White Coat Vanish”  
• Priest and Nieves, *This Side of Heaven: Race, Ethnicity, and Christian Faith*. Chapter 1, Chapter 2, | 3 | 8  
  |        | Quiz #3           | H&W, *ICA* Chap 4, Race and Ethnicity | 3 | 3 |
|      | Assignment #5     | Ethnography: structural and contrast questions | 4 | 2,8,9 |
|      | Forum Week 5      | Response to Paris’ chapter (250 wds) | 3 | 2,8 |
| 6    | Readings          | • H&W *ICA*, Chap 5 Gender and Sexuality  
• Lanier, *Foreign to Familiar*, Chaps 7-8  
• Hiebert & Meneses, *IM*, Chap 6 Peasant Societies | 3 | 1,4,8  
  |        | Assignment #6     | Gender and sexuality | 3 | 8,9 |
|      | Forum Week 6      | Describing local gender roles | 3 | 8,9 |
| 7    | Readings          | • H&W *ICA*, Chap 6, Production and Exchange  
• Hiebert & Meneses, *IM*, Chap 8, Urban Societies | 3 | 7,9,10  
  |        | Assignment #7     | How people make a living | 3 | 2,8 |
|      | Assign 8 (365m)   | Update on the portfolio | 3, 4 | 1-12 |
|      | Assign 8 (NON 365m) | Focus of the major ethnography project | 3, 4 | 5,6 |
Forum Week 7
No forum for week 7

8  Reading and Research Week

9  Readings  H&W ICA, Chap 7, Authority and Power  Moschella, Chap Eight, Writing It Up  3 4 8,9,10 5,6
Assignment #9 (NON-365m)  Beginning to Write  4 5,6
Assignment 9 (365m)  Significant interview  4 5,6
Forum Week 9  Authority and power  3 2,8

10  Reading  H&W ICA, Chap 7 Authority and Power (131-151)  3 7,8
Quiz #4  ICA Terms - Chap 8 Kinship and Marriage  3 3
Assignment 10  Family descent diagram  3 2,3,11
Forum Week 10  How do people in your context define family?  3 2/9

11  Reading  H&W ICA, Chap 9 Religion and Ritual  3 1,7,8,9
Assignment 11  Easter observations  3 1,2,7,8,9
Forum Week 11  How do Christians in your context observe Easter?  3 2,7,8,9

12  Readings  • H&W ICA, Chap 10, Globalization and Cultural Change  • Roger McCrummen, “What Is an ‘Illegal Alien?’”  3 1,7
Forum Week 12  Immigration issues in your context  3 2,7
Assignment  no additional assignment n this week

13  Reading  Complete assigned reading in Hiebert & Meneses, IM  3 8,9,10
Forum Week 13  H&W ICA, Chap 10 Globalization  3 1,8,9
Assignment #12  Ethnography term project  3, 4 1-12
Assignment #13  Ethnography term project field notes  3, 4 1-12

14  Readings  • Hiebert & Meneses, IM, Chap 10  • Whiteman, Incarnational Connection  3 9,12
Forum Week 14  How will the incarnation inform your ministry?  3 2,9,11,12
Assignment #14  Hiebert and Meneses, Chap 10 Incarnational Ministry Whiteman, "Incarnational Connection"  3 2,9,11,12

END

Bibliography

Ethnographic Research

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.

Good introductory text to the approach of ethnographic research. A brief book – only 107 pages – but succinct with 26 chapters, and very readable.

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.

A somewhat updated, mostly briefer form of Spradley’s classic, *The Ethnographic Interview*. Recommended!


Introduction to ethnography as qualitative (in distinction to quantitative) research. In Chapter 5, Issues in Interviewing, gives examples of good interviewing drawing on actual transcript notes.

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.


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.”


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.


A linguistic anthropologist addresses the issue of the dying out of languages. “The last speakers of probably half of the world’s languages are alive today. (Paraphrasing Michael Krauss) Includes a number of case studies.


A series of case studies developed by Paul Hiebert and his wife Frances. The case studies are open-ended for the reader to indicate a proper response.

Hunsberger and Van Gelder are two principal writers in the Gospel and Our Culture Network that seeks to help North American churches develop new approaches to incarnational living of the gospel in a Western culture.


An excellent text from a long time anthropologist at the University of Michigan. Serves as an introduction to the discipline. Users of the text, and especially purchasers, have a variety of online helps available to them. Expensive but very well done. (See Kottak's related volume, *Mirror for Humanity: a Concise Introduction to Cultural Anthropology*.)

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The metaphors one uses to describe the world reveal much about how a culture sees the world. Americans use metaphors from sports and business while Chinese often use metaphors from the family and eating. An interesting look at worldviews from as seen from language usage.


Nicolae, Valeriu, and Hannah Slavik, eds. *Roma Diplomacy*. Malta: The DiploFoundation, 2007 (New York: 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.


