

**GATEWAY SEMINARY**  
Los Angeles Campus - Ontario  
I1112-11 Cultural Anthropology  
Monday, 10-11:50 AM  
Lisa M. Hoff, PhD  
Fall 2017

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### **COURSE TITLE AND DESCRIPTION**

An introduction to cultural anthropology with special emphasis given to the frameworks needed by the global professional in first experiences internationally. Students will make a study of significant people groups in an attempt to better understand other cultures.

### **COURSE LEARNING OUTCOMES**

Upon completion of this course the student will be able to:

1. Be conversant with the study of cultural environment as articulated in shared relationships with persons, places, and things. (J5)
2. Explore cultural differences as developed in alternative worldview considerations. (R19, R21)
3. Discover tools for cultural adaptation and the management of Culture Shock. (J4, J3)
4. Grasp the spiritual dimensions of alternative cultures with focus upon cross-cultural communication and skills for understanding appropriate as visitors to other cultures than their own. (C7, R18, R19, R21)
5. Gain an appreciation for the culture studies firsthand as well as the benefits of transformation that ministry will bring to that culture. (R21, J5)

### **COURSE OBJECTIVES**

1. The student will be exposed to the following basic information:
  - Basic concepts of cultural anthropology; the nature of culture, enculturation, economic patterns, kinship and social grouping, macro structure and cultural change.
  - Worldview, culture and transformation.
2. The student will be expected to master the following skills:
  - Ability to comprise and create simple to moderate ethnographic surveys.
  - Articulate concepts of anthropology as related to the Christian mission.

3. The student will be expected to develop a conceptual framework for the following subject:
  - Cultural barriers and bridges to contextualized ministry.
  - Worldview, values and cross cultural witness.
  - Cultural bias and relativity.
4. The student will demonstrate affective growth in the following areas:
  - Understanding of own unconscious cultural prepositions.
  - Appreciation of a culture's values.
  - Essential benefits of cultural anthropology for intercultural interaction in diverse cultures.

## CLASS VALUES

- Attendance: Class attendance is mandatory and is considered by the professor to be a reflection of your willingness to learn. It is understood that unusual circumstances arise; however, every effort needs to be given to being in class each week. Missed class will mean a deduction in your participation grade and only two missed classes will be allowed during the semester. *More than two missed classes will mean a failing grade in this class.*
- Class Participation: Students are expected to bring their best to each class and participate fully in discussion. Every student brings a unique perspective and is an intricate part of the learning process. The professor will determine a score for you at the end of the class.
- Technology in the Classroom: The use of laptops and tablets in the classroom is only allowed for the purpose of note taking. *If a student is on the internet or does unrelated work during class time, the student will lose participation points.* These points will be deducted at the discretion of the faculty member and without notification to the student. No audio taping of the class or taking pictures of class PowerPoint's is allowed, unless previous permission has been obtained from the professor.
- Academic Excellence: This is a Master's level course. All work will be evaluated with this academic expectation. All work should be typed in Turabian format. Meeting deadlines, attention to details, and high standards are all considered in grading at this level of education.
- Professional Courtesy: Students are expected to show respect for instructors and classmates regardless of opinion, value, and cultural differences. Students should give one another equal opportunity to express opinions, experiences, and ideas. All students should be supportive of a cooperative learning environment and provide a "safe place" for others to process and grow in his or her thinking.
- Plagiarism: There is a *no tolerance* policy for plagiarism or cheating in this class. In the Webster's Dictionary plagiarism is defined as "to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source." If a student is caught plagiarizing the ideas or writings of another or

cheating on an exam he or she will *receive an F for the assignment*. Further disciplinary action may also be taken at the discretion of the faculty member.

## DISABILITY STATEMENT

Any student who feels she/he may need an accommodation based on the impact of a disability should contact Dr. Hoff so that she may set up the course to meet particular needs.

## MANDATORY ASSESSMENT ACTIVITIES

Gateway engages in regular assessment of its academic programs. Student participation is essential to this process through the following three activities.

- 1. ePortfolio Reflections** - All degree-seeking students must reflect on the work completed as part of required courses by commenting upon the manner in which the course contributed to his/her growth in relation to five Essential Leadership Characteristics selected by the student and referenced in the syllabus under Course Learning Outcomes. These reflections must be recorded in the student's ePortfolio and a copy emailed to the professor no later than the last scheduled meeting of the class.
- 2. CoursEval Assessments** – Each semester a link to a CoursEval survey for each course taken will appear in the student's MyGGBTS page. Students are required to complete this online evaluation of course/instructor no later than the last scheduled meeting of the class. A summary of results (without student ID) is released to the professor only after grades have been submitted for the course.
- 3. ePortfolio Artifacts** – The syllabi of certain courses identify specific assignments which the student will both turn in to the professor for a grade AND attach to their ePortfolio as a "learning artifact." The institution reviews these artifacts as a way of judging the effectiveness of the Seminary's academic program. The review normally occurs after the student's graduation and without reference to student identity. Students are encouraged to remove title page or header/footer containing their name prior to attaching the artifact to their ePortfolio.

## SEMINARY POLICY ON ACADEMIC CREDIT AND WORKLOAD EXPECTATIONS

In all Gateway face-to-face, hybrid or online courses, the Seminary assigns a workload of approximately 45 clock hours of academic learning activities per academic credit hour earned. Traditional in-class format normally apportions 15 hours of in-class instruction and 30 hours of instructional exercises to be completed outside of class meetings per credit hour granted. For androgical reasons, individual courses may adjust the ratio of assignments inside and outside class meeting times.

## REMOTE ACCESS

This class is available for remote access students. This is a pilot program which will likely encounter some unforeseen difficulties; students wishing to take the class by remote access should be aware that taking the class in this way will require some additional requirements and responsibilities. In order to take the class by remote access, students must enroll as remote access students. (Unfortunately, students enrolled as face-to-face students cannot take part or all of the class by remote access.)

Special requirements: Remote access students must purchase a headset with noise cancelation and a microphone. Remote access students must have a high-speed Internet connection. You cannot use public wifi to access the class. Remote access students must also have a webcam and are required to have their webcam on during the class sessions so as to be visible as a participant in class.

Remote access students must log onto the class website a minimum of 15 minutes prior to the beginning of class. They must also remain on the class website for debrief and discussion with the professor after the end of class should it be needed; this may require an additional 30 minutes of time.

## REQUIRED TEXTS

Howell, B. and Paris, J. *Introducing Cultural Anthropology: A Christian Perspective. Grand Rapids*; Baker Academic. 2010

Peters-Golden, Holly. *Culture Sketches Case Studies in Anthropology, Fifth Edition*; McGraw-Hill. 2008

Assigned Handouts

## COURSE EVALUATION AND GRADING

Journal and Writing Assignments (2)	200
Mid-Term	250
Anthropological Assessment	200
Presentation	200
Attendance and Participation	140
Reading Report	110

Class Total: 1100 points

Late Work Policy: Any class assignments turned in after class on the due date will receive a 10% reduction in points. Any class assignments turned in 5 days late or more will receive only half credit (a 50% reduction). No assignments will be accepted after they are 10 days late.

## Grading Scale

A	98-100	C	80-83
A-	95-97	C-	77-79
B+	93-94	D+	75-76
B	89-92	D	72-74
B-	87-88	D-	70-71
C+	84-86		

## **COURSE SCHEDULE**

<b>Date</b>	<b>Topics</b>	<b>Readings</b>
August 28	Anthropological Foundations & Theory Review of Syllabus	Howell/Paris Ch. 1 Peters-Golden Ch. 1
September 4	Labor Day	
September 11	Culture, Worldview & Human Contexts	Howell/Paris Ch. 2 Peters-Golden Ch. 2
September 18	Language and Culture	Howell/Paris Ch. 3 Peters-Golden Ch. 3
September 25	Social Structures: Race, Ethnicity & Class	Howell/Paris Ch. 4 Peters-Golden Ch. 4
October 2	Space, Place, Forms & Meaning	Peters-Golden Ch. 5-6
October 9	Gender and Social Systems	Howell/Paris Ch. 5 Peters-Golden Ch. 7-8
October 16	Mid-Term	
October 23	Production and Exchange	Howell/Paris Ch. 6 Peters-Golden Ch. 9
October 30	Patterns of Authority & Power	Howell/Paris Ch. 7 Peters-Golden Ch. 10

November 6	Kinship & Marriage	Howell/Paris Ch. 8 Peters-Golden Ch. 11
November 13	Thanksgiving Break	
November 20	Religion and Ritual	Howell/Paris Ch. 9 Peters-Golden Ch. 12
November 27	Globalization and Culture Change	Howell/Paris Ch.10 Peters-Golden Ch. 13-14
December 4	Toward a Biblical Worldview & Societal Transformation	Howell/Paris Ch.11-12 Peters-Golden Ch. 15
December 11	Final Presentations	

## COURSE ASSIGNMENTS

### **Anthropology in the News and Journals**

Over the course of the semester students will select two articles from magazines, newspapers or scholarly resources related to anthropology and topics discussed in class. Students will be expected to summarize the articles in one, single-spaced page, and react to them in a scholarly manner, using an anthropological framework of reference for commentary. Grading will be based on the quality of the article selected, the student's ability to connect the article to relevant anthropological themes, and the clarity of writing. At least one of the three assignments should be from a scholarly journal.

Recommended sites for newspaper and magazine articles is <http://anthropology.tamu.edu/news/>  
Anthropological journals can be accessed through <http://anthrosource.onlinelibrary.wiley.com/>

**Due Dates:** Sept.18 & October 2

**Midterm Exam:** The midterm exam will cover readings and lectures through October 9. A review guide will be given out the week before the exam.

Due: October 16

### **Anthropological Assessment**

Over the course of the semester each student will select a group of people in the developing world to study and assess. This research will be compiled into an 8-10 page anthropological study and include answers to the following concerns/questions:

- 1) Give a general overview of who the people are, where they live, and how they define themselves as a unique people (language, culture, tradition, etc).
- 2) Describe the worldview and social structure of the group. Include discussion on gender, production and exchange, authority and power, kinship and marriage, as well as religion and ritual.
- 3) What challenges and prospects do they face as a community? How are they changing as a group, particularly in light of globalization and urban trends?
- 4) Have you come across any anthropological studies on this group or their way of life? If so, why did anthropologists study them and what were their findings?

An initial list of people groups can be found at <http://www.peoplegroups.org/>

**Due Date:** November 27

### **Reading Report**

Students will be asked to report how much of the required reading was completed for the class. This percentage will be translated into a grade for each student.

**Due:** December 11

### **Presentation**

Develop a 10-12 minute presentation to discuss the primary takeaways from your anthropological study. This project will be evaluated on the quality of research, thoroughness of information, usefulness to others, and professionalism of presentation.

**Due:** December 11

## BIBLIOGRAPHY

Ferraro, Gary. *Cultural Anthropology: An Applied Perspective*. Belmont, CA: Wadsworth Publishing, 1998.

Harris, M. *The Rise of Anthropological Theory*. New York: Ty Crowell, 1968.

Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids: Baker Book House, 1987.

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\_\_\_\_\_. *The Gospel in Human Contexts: Anthropological Explorations for Contemporary Missions*. Grand Rapid, MI: Baker Academic Press, 2009.

Kraft, Charles H. *Christianity in Culture: A Study in Dynamic Biblical Theologizing in Cross-Cultural Perspective*. Maryknoll, NY : Orbis Books, 1980.

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Lingenfelter, Sherwood. *Agents of Transformation: A Guide for Effective Cross-Cultural Ministry*. Grand Rapids: Baker Book, 1996.

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Luzbetak, Louis. *Church & Cultures*. Maryknoll, NY: Orbis Books, 1989.

Pannenberg, Wolfhart. *Anthropology in Theological Perspective*. London, England: Continuum International Publishing Group Ltd, 2004.

Smalley, W.A. *Reading in Missionary Anthropology*. Tarrytown, NY: Practical Anthropology, 1967.

Tanner, Kathryn. *Theories of Culture*. Minneapolis, MN: Augsburg Fortress, 1997