

Syllabus MI 637A
Applied Cultural Anthropology
Fall 2018

To develop Christ-minded leaders who make a difference in the world.

INSTRUCTORS: Allan Effa, PhD
Phone: 780-431-5244
Email: allan.ffa@taylor-edu.ca

DESCRIPTION:

This course is an introduction to Cultural Anthropology with the goal of applying its learnings to Christian mission. The course examines the foundation of applied cultural anthropology; how people function in their environment, including the following: structure of culture and society, cultural and worldview change, worldview (religion and ideology), communication, economic organization, technology, kinship, and life cycle. Areas of application will involve doing an ethnographic research project and exploring how culture influences the experience and execution of Christian ministry and mission in a given context.

CREDITS: 3 credits

SCHEDULE: Thursdays, 1:30 PM – 4:30 PM

OBJECTIVES:

Upon completion of the course, the student will:

- a) Have an understanding of culture and the major themes of Cultural Anthropology.
- b) Demonstrate skills in analyzing a cultural system and its categories.
- c) Be acquainted with various research methods as a foundation upon which to pursue further studies in Cultural Anthropology and/or Missiology.
- d) Develop skills in critically analyzing culture through case studies as they impact his/her Christian ministry or missional calling and resolve problems that may arise.
- e) Have grown in sympathetic appreciation for cultural diversity, viewing one's own culture with humility and self-criticism.

REQUIRED TEXTBOOKS:

1. Howell, Brian M. and Jenell Williams Paris. *Introducing Cultural Anthropology*. Grand Rapids, MI: Baker Academic, 2011.
2. Hiebert, Paul G., and R. Daniel Shaw, Tite Tienou. *Understanding Folk Religion: A Christian Response to Popular Beliefs and Practices*. Grand Rapids, MI: Baker Books, 2009.
3. "Methods in Anthropological Research" (Provided on Moodle) along with other articles.

REQUIREMENTS:

To successfully complete this course, each student needs to complete all reading and writing assignments on time, participate actively in class discussion, and build relationships with fellow classmates.

1. **Attendance and Participation.** Students are expected to attend all classes. When an absence is unavoidable, students should inform the instructor ahead of time. In order to receive full marks students must not only be present, but be actively engaged in learning, lead and participate in discussions, and minimize distractions and multitasking.
2. **Reading the required texts and assigned articles,** following the reading schedule so you are prepared for class and able to engage in discussion of the materials. Students should be prepared to lead the class in a discussion of one issue or question arising from the assigned readings each week.
3. **Elective Book Review.** In addition to the assigned readings, students will select and read one of the books from the list on pages 5-6 of this syllabus. Students will submit a 3–4 page book review of their selected book, following the template included on page 7 of this syllabus. **Due October 25.**
4. **Ethnographic Field Research Paper.** Students should choose an immigrant cultural, religious or a subcultural group drastically different than your own, or a special interest group from your own cultural group that engages in a complex activity that you are unfamiliar with. An example of the latter might be a “Dungeons and Dragons” play group, a Curling team, or the world of an Uber driver. Students will develop a research plan of how they will gather information and then share their findings in a way that brings the reader into the context you have been observing.
Read the file *Methods in Anthropological Research* before you choose your topic/site/culture. Some dates to keep in mind as this project takes shape are the following:

Key Project Component	Date to be completed
Finish reading “Methods in Anthropological Research”	End of the second week
Submit project idea to the instructor. This includes the parameters of your project idea (Identify the group, the purpose of your research, and the methodology you intend to use)	September 27
Feedback from the instructor	October 4
Research	September 27 – November 2
Submit first draft by email	November 1
Feedback from the instructor	November 8
Submit the final draft	November 22
Feedback on the final draft	By the last day of class

The structure of the paper will include the following:

- An *Introduction* that lays out where the paper is going and what the main points will be (2 pages)
- An *Explanation of The Problem*, or a *Description of the Setting* and why the topic was selected; you may want to include some library research if it is appropriate (2 pages).
- Some reflexive *discussion of your biases*, and a *description of the methods* used, the field site and *the respondents* (1 page).
- Three to four sections, each separated by a heading, that elucidate your main points--how cultural values or themes are expressed in this site or among the respondents interviewed. Each section should include specific material from your observations or interviews, and sum up the material to

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make a point. Do not make general statements without backing them up with specific data (6-8 pages).

- A conclusion that ties the various points or themes together (2-3 pages).

5. **Final Examination.** A final examination will test the student's knowledge of the content of classroom lectures as these are integrated with the two textbooks. **December 13, 2018**

EVALUATION:

<i>Assignment</i>	<i>Date Due</i>	<i>Weight</i>
Attendance & Participation	Each Week	10%
Book Review	October 25	15%
Ethnographic Research Paper	November 29	40%
Final Examination	December 13	35%

COURSE OUTLINE/SCHEDULE:**September**

6 - Course Orientation; The Value of Anthropology for Christian Ministry

13 - The Concept of Culture; Ethics in Research Design

Read: Howell and Paris, Chapters 1 & 2

Hiebert, Cha. 1

20 - Language

Read: Howell and Paris, Chapter 3

Hiebert, Cha. 2 & 3

Article: Ian Dicks, "Language Capacity is not Enough" (available on Moodle Site).

27 – Social Structure, Race, Ethnicity and Class

Read: Howell and Paris, Cha. 4

Hiebert, Cha. 4

Research Proposal Due**October**

4 – Gender and Sexuality

Read: Howell and Paris, Cha. 5

Hiebert, Cha. 5 & 6

11 – Production and Exchange, Authority and Power

Read: Howell and Paris, Cha. 6, 7

Hiebert, Cha. 7, 8

18 – No Class – Modular Week

25 - Forge Canada Event at Taylor – Exegeting your Neighbourhood, Missional Communities (Required Attendance)

Book Review Due**November**

1 – Kinship and Marriage

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Read: Howell and Paris, Cha. 8
Hiebert, Cha. 9 & 10

First Draft of Research Paper Due

8 – Religion and Ritual

Read: Howell and Paris, Cha. 9
Hiebert, Cha. 11

15 – Globalization and Culture Change

Read: Howell and Paris, Cha. 10
Hiebert, Cha. 12

22 – Illness and Healing

Read: Howell and Paris, Cha. 11
Hiebert, Cha. 13

29 – Anthropology in Action

Read: Howell and Paris, Cha. 12
Hiebert, Cha. 14

Final Draft of Research Paper Due

December

6 – Sharing of Research Papers and Course Wrap Up

Read: Hiebert, Cha. 15

13 – **Final Examination**

FINAL REMARKS:

Research Language.

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to “man” generically or to “mankind,” “men,” “he”; rather use “humankind,” “humanity,” “person,” etc.)

Plagiarism.

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: “To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person's work” (*Guidelines for Research Writing*, 2003, Rev 1.2; p. 11). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person's work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary's Academic Committee.**

Course Withdrawal Policy

After the period for which tuition refunds are available, a “W” will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an “F” will be recorded on the student's transcript.

Formatting

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary's *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* (Grand Rapids: Hendrickson, 2014) which is in Reading Room.

SFS Moodle Platform – Login Instructions

Taylor Seminary's Moodle platform has been migrated to our sister seminary in South Dakota, Sioux Falls Seminary (SFS). If your instructor is using Moodle, you will need to enter the Moodle Platform: <https://moodle.sfseminary.edu>

Bookmark this site on your computer for easy, regular access.

Your log-in is your first initial of your first name and your last name all in small letters, with no spaces. For example, if your name is John Calvin, you would log in as jcalvin

Your assigned password is TaylorSem123\$ and you will be forced to change it to a personal password the first time you log-in. Your new password should include at least one capital letter, a numeric symbol and a non-numeric symbol.

Once you are logged into the platform, you will need to enroll yourself in the courses.

- Click on 'Taylor Seminary' for Taylor's online courses and "Sioux Falls Seminary" for SFS's online courses. The course subjects will be listed.
- Click on the appropriate course subject and the courses will be listed.
- Select the course in which you wish to enrol.
- The default enrolment key is the course code (with no uppercase and no spaces). The course code consists of the course prefix followed by the course number. For example, Old Testament Introduction's key is: ot417.

If you are having trouble logging-in or self-enrolling, please email Teresa Seibel at teresa.seibel@taylor-edu.ca

Quick Instructions:

- Log in to Sioux Falls Moodle server: <https://moodle.sfseminary.edu/>
- Username = your first initial followed by your last name (all lowercase)
- Initial password = TaylorSem123\$
- Note: You will be prompted to change your password after your first login.
- Self-enroll = enrolment key is the course code, with no uppercase and no spaces

LIST OF ELECTIVE BOOK REVIEW CHOICES

Bourgois, Phillippe. *In Search of Respect: Selling Crack in El Barrio*. Cambridge, 2003.

De Rosny, Eric. *Healers in the Night: A French priest's account of his immersion in the world of an African healer*. Orbis, 1985.

Egorova, Yulia. *The Jews of Andhra Pradesh: Contesting Caste and Religion in South India*. New York : Oxford University Press, 2013.

Fadiman, Anne. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. Farrar, Straus and Giroux, 2012.

Fernea, Elizabeth Warnock. *Guests of the Sheik: An Ethnography of an Iraqi Village*. Anchor, 1995.

Lawler, Andrew. *Why Did the Chicken Cross the World?: The Epic Saga of the Bird that Powers Civilization*. Atria Books, 2016.

Moyles, Trina. *Women who Dig: Farming, Feminism and the Fight to Feed the World*. University of Regina Press, 2018.

Ritchie, Mark A. *Spirit of the Rainforest: A Yanomamö Shaman's Story*. Chicago: Island Lake Press, 2000.

Spradley, James and Brenda Mann. *Cocktail Waitress: Women's Work in a Man's World*. Waveland, 2008.

Book Review Format for this course
(Length: not more than 1000 words)

Student Name _____

Title of Book Read:

Author(s):

Total Number of Pages Read _____

1. State the author's thesis or controlling purpose in writing this book

2. Describe the research methodology employed by the author

3. Brief Survey of the Topics Covered:

3. Your Critical Assessment of the book:

4. What did you learn about the practical outcomes of Anthropological Research?

