I. COURSE DESCRIPTION

A survey of the ways people worldwide have developed in their respective cultures. Using a cross-cultural perspective, students explore aspects of the origins and development of human groups. Topics of study include marriage, family and kinship systems, economic and political organizations, and religious beliefs and worldviews.
Prerequisite: None

II. COURSE GOALS

This course is designed to contribute to the student's knowledge of every person's world by a study of different cultures and social systems. The course should be especially meaningful to sociology minors, and psychology, theology, social work, missions, social science, international development, and TESL majors, or any student wanting to broaden an understanding of people as they live within their cultural surroundings.

III. COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to do the following:

A. compare and contrast creationist and evolutionary viewpoints.
B. discuss basic premises and compare different creationist perspectives on the origin of life and hominids.
C. effectively discuss and apply the use of concepts and ideas that come from the cultural anthropological field to understand cultural context.
D. explain and discuss how understanding cultural context can help in the process of missions and evangelism.
E. demonstrate the acquirement of knowledge and understanding from the field of cultural anthropology in the form of an applied research project/presentation.
F. go more effectively into "every person's world" by demonstrating an increased understanding of the diversity of cultural groups and people in contact with different sub-cultures or cross-culturally in travel and mission trips outside the boundaries of the United States.

IV. TEXTBOOKS


V. POLICIES AND PROCEDURES
A. University Policies and Procedures
1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
3. Excessive absences can reduce a student’s grade or deny credit for the course.
4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others’ materials, whether it be in the form of print, video, multimedia, or computer software.
5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Course Policies and Procedures
1. Evaluation Procedures
   a. Grading is based on the final exam built around the student's mastery of information from the texts and lectures. Grading is also based on class participation and evaluation of project/presentations. Absences detract from the final grade.
   b. Grading Scale
      A = 90 +
      B = 80- 89
      C = 70-69
      D = 60-69
      F = Below 60
   c. The final grade is composed of the following
      Term Project          200 points
      Exam I               100 points
      Exam II              100 points
      Final Exam           100 points
      Trackstar            150 points

2. Other Policies and Procedures
   a. General Nature of Class
      SOC 308 is conducted in a formal lecture and discussion format. Time for discussion/problem solving is built into the class format. Videos and guest lectures may be scheduled at different points in the semester. Students are expected to read and intellectually respond to several readings in the textbooks.
   b. Project/Presentation
      Each student thoroughly researches a non-United States culture of choice. Each student carries on this research throughout the semester, producing at the end of the semester a poster and giving a presentation discussing the findings, including a detailed plan for "evangelizing" the people in that culture. Each student has one class period in which to exhibit a poster and give a presentation. In rare instances, two students may share a single class period. At a minimum, five sources of information must be consulted.
   c. Content of the Project/Presentation
      (1) Describe the culture selected in terms of lifestyle. Include the physical environment and intellectual environment, including religious beliefs.
(2) Describe the selected culture's social structure and organization with emphasis on marriage patterns, division of labor, and economy.

(3) Include a discussion of ethnocentricism and cultural/relativity.

(4) Develop and explain a strategy for evangelizing this culture within its cultural context.

d. About the Poster

(1) Posters should be freestanding or stiff enough to stay upright while leaning against the wall. They are stored in the cultural anthropology "Artifacts Room" (GC 2C-14) for one year.

(2) Posters should be attractive with pictures, drawings, maps, etc., to illustrate the people group and their culture.

(3) The poster should include a summary of the information shared in the presentation, so that someone seeing only the poster and not hearing the presentation could gain some understanding of the culture.

(4) An evaluation form is distributed in class. This form should be handed to the instructor on the day of the student's presentation.

(5) Posters and presentations are due on the date indicated in the assignment schedule. Late posters are assessed a 15-point per day penalty. Presentations are during the last few weeks of the semester.

e. The student is penalized ten points for each unexcused absence during the semester.

f. Two "tardies" are counted as an unexcused absence. A student is considered "tardy" if not present during the roll call for that class period, but arrives later.

g. It is the student's responsibility to ask the instructor to change an absence to a "tardy" at the conclusion of the class period.

h. It is assumed that students make the most of the educational opportunities available to them by regularly and punctually attending class meetings.

i. In conformity with ORU's "push toward greatness," students are expected not only to attend class but to be well-prepared when they attend.

j. All students are expected to demonstrate through class participation and discussion that they have read the assigned material.

k. God does not call students to ORU so they can just "hang out." Being an ORU student in response to the call of God on one's life entails due diligence in the academic realm.

l. Spontaneous learning experiences are implemented at the instructor's discretion to encourage students in their striving toward academic excellence.

m. The student should bear in mind that merely expressing an opinion in class is not the same phenomenon as intellectually-oriented rational discussion of particular reading assignments.

n. Makeup Examinations--Makeup exams are not permitted except in cases of excused absences. Lack of preparation is not sufficient as an excuse. A $10 fee is required for each makeup exam.

o. All work must be completed in order to pass the course.

VI. COURSE CALENDAR

Week 1 January 9-11 What Is Anthropology? pp. 1-14

Week 2 January 14-18 The Concept of Culture pp. 14-28
<table>
<thead>
<tr>
<th>Week 3</th>
<th>January 21-25</th>
<th>Theory and Evidence in Cultural Anthropology pp. 29-45</th>
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<tr>
<td>Week 4</td>
<td>January 28-February 1</td>
<td>Communication and Language pp. 46-66</td>
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<td>Week 5</td>
<td>February 4-8</td>
<td>Getting Food pp. 67-83</td>
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<td>Trackstar I Due Wednesday</td>
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<td>Week 6</td>
<td>February 11-15</td>
<td>Economic Systems pp. 84-105</td>
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<td>Week 7</td>
<td>February 21-23</td>
<td>Exam on Monday, February 18 Social Stratification pp. 106-123</td>
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<td>Week 8</td>
<td>February 25-March 1</td>
<td>Sex, Gender, and Culture pp. 124-141</td>
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<td>Trackstar II Due Wednesday</td>
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<td>Week 9</td>
<td>March 4-8</td>
<td>Marriage and the Family pp. 142-161</td>
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<td>Week 10</td>
<td>March 11-15</td>
<td>Marital Residence and Kinship pp. 162-182</td>
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<td>Spring Break</td>
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<td>Week 11</td>
<td>March 25-29</td>
<td>Associations and Interest Groups pp. 183-197 Political Life: Social Order and Disorder pp. 198-218</td>
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<td>Trackstar III Due Wednesday</td>
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<td>Week 12</td>
<td>April 3-5</td>
<td>Exam on Monday April 1 Psychology and Culture pp. 218-237</td>
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<td>Week 13</td>
<td>April 8-12</td>
<td>Religion and Magic pp. 238-253</td>
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<td>Week 14</td>
<td>April 15-19</td>
<td>The Arts pp. 254-268</td>
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<td>Week 15</td>
<td>April 22-26</td>
<td>Culture Change pp. 269-288</td>
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The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis on the development of the mind, spirit, and body.

**GENERAL OUTCOMES**

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

**MAJOR OUTCOMES**

1. Compare and contrast creationist and evolutionary viewpoints.
2. Discuss basic premises and compare different creationist perspectives on the origin of life and hominids.
3. Effectively discuss and apply the use of concepts and ideas that come from the cultural anthropological field to understand cultural context.
4. Explain and discuss how understanding cultural context can help in the process of missions and evangelism.
5. Demonstrate the acquirement of knowledge and understanding from the field of cultural anthropology in the form of an applied research project/presentation.
6. Go more effectively into "every person's world" by demonstrating an increased understanding of the diversity of cultural groups and people in contact with different subcultures or cross-culturally in travel and mission trips outside the boundaries of the United States.

**COURSE GOALS**

1. Contribute to the student's knowledge of every person's world by a study of different cultures and social systems.
2. Broaden the student's understanding of people as they live within their cultural surroundings.
3. Enhance discussion and problem solving in regard to marriage, family and kinship systems, economic and political systems and organizations, religious beliefs, and general worldviews.
4. Demonstrate the acquirement of knowledge and understanding from the field of cultural anthropology in the form of an applied research project/presentation.
5. Go more effectively into "every person's world" by demonstrating an increased understanding of the diversity of cultural groups and people in contact with different subcultures or cross-culturally in travel and mission trips outside the boundaries of the United States.

**ASSESSMENT OF COURSE OUTCOME**

**STIMULI:**

1. Readings in the substantive areas of anthropology and write response papers assessing and critiquing the readings.
2. Examinations over the readings and class dialogue.
3. Videos and guest lectures.
4. Prepare and execute a poster presentation on a particular culture.

**CRITERIA:**

1. Demonstrates careful reading of the assignments.
2. Demonstrates understanding of the course content.