

Syllabus for  
**PRM 575—Missionary Anthropology**  
3 Credit Hours  
Fall 2015

I. COURSE DESCRIPTION

An introduction to the fundamental aspects of cultural anthropology from a Christian perspective. Emphasizes the importance of culture and cultural subsystems and the way they affect the perception of reality, cross-cultural ministry, and culture change. Helps enable students to communicate the gospel effectively across cultural barriers.

Prerequisites: None.

The course emphasizes the importance of culture to an individual and the way it affects one's personal perception of reality. Cultural subsystems are also studied. The subject is explored from a Christian rather than a secular perspective, and it is always kept in mind that culture is studied with the above emphases so as to enable the student to communicate the Gospel more effectively across cultural barriers.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Develop a greater cultural sensitivity.
- B. Become aware of the importance of culture and its indispensable function in the life of a community.
- C. Learn to exegete local cultures and evaluate them in light of Scripture.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the way culture affects the perception of individuals and communities.
- B. Explain the importance of expressing respect, love, and sympathy when ministering to people across cultural barriers and under conditions where misunderstanding and resentment often occur.
- C. Identify (1) how ethnocentric cultural bias hinders appreciation for another culture, (2) how unconsciously held worldviews effect cross-cultural communication, and (3) how to increase cross-cultural egalitarian partnerships in ministry.
- D. Gain personal insights and develop empathy to become more effective in cross-cultural missions.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
Hiebert, Paul. *Anthropological Insights for Missionaries*. Grand Rapids: Baker, 1985. 9780801042911

Lingenfelter, Sherwood G. and Marvin K. Mayers. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*. Grand Rapids: Baker Academic, 2003. ISBN: 978-0801026478

Van Engen, Charles E., Woodberry, J. Dudley, Whiteman, Darrell, eds. *Paradigm Shifts In Christian Witness: Insights from Anthropology, Communication, and Spiritual Power*. Maryknoll, NY: Orbis, 2008. ISBN-15: 978-1570757716

2. Other  
None

B. Optional Materials

1. Textbooks  
None
2. Other  
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. 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.

5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.

- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
  - d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
  - e. Students are expected to be prompt for classes.
  - f. Students are expected to remain for the entire class session.
  - g. Leaving early without permission constitutes an absence.
5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:
 

Book Reviews (10% x 2)	20%
Classroom Discussions & Presentations	20%
Research Paper	50%
Ethnological Questionnaire	<u>10%</u>
Total	100%
- b. Grading scale:
  - A=90-100%
  - B=80-89%
  - C=70-79%
  - D=60-69%
  - F=59% and below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
- b. WPA requirements for this course:
  - i. All students, regardless of degree program, must submit the research paper for PRM 575 to the course professor on ePortfolio, on the same date the assignment is also due in class.
  - ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change

3. Other Policies and/or Procedures
- a. All the pages prescribed in the course outline from the above three textbooks should be read. A total of approximately 250 pages should also be read from the reading selections column. Students should select a few articles from those prescribed each week and read them prior to the class. Students should keep a record of how many pages are read for later use in preparing a reading report.
  - b. Two book reviews are required. Details and due dates will be presented in class.
  - c. Students read additional material necessary for the preparation of the research paper. The material must be fairly recent and of an acceptable academic standard. Students are advised to consult with the professor in this regard.
  - d. Students complete an ethnographical questionnaire (distributed in class). Students interact personally with an individual born and reared in a completely different cultural setting, preferably from a people group of personal interest to the student. Students are guided in this interaction by the ethnographical questionnaire. These questions are aimed at providing students with an opportunity to interact with a representative of a different culture on most of the major areas covered by the course. The questions are phrased so that a prior knowledge of cultural anthropology is not necessary. The contact should be reasonably conversant in English, but should not be too westernized. **This project is due on October 10, 2015.**
  - e. A 14-page, typed, doubled-spaced research paper is required. Students have a choice of topics, depending on whether they wish to specialize in one culture or write a more general paper. In either case, both the objectives reached and the effort expended should be the same. Either paper should begin with a general description of culture and indicate the reasons why it affects people's perception. Reasons should be clearly structured and well supported. **The paper is due on November 21, 2015.**

## VI. COURSE CALENDAR

<b>Date</b>	<b>Reading &amp; Discussion</b>	<b>Chapters</b>
08/13/15	Introduction to the Course	Hiebert, Ch. 1
08/20/15	Reading Report and Discussion	Hiebert, Ch. 2
08/27/15	Reading Report and Discussion	Hiebert, Ch. 3
09/03/15	Reading Report and Discussion	Hiebert, Ch. 4
09/10/15	Reading Report and Discussion	Hiebert, Ch. 5
	<b>Van Engen Book Review Due</b>	
09/17/15	Reading Report and Discussion	Hiebert, Ch. 6
09/24/15	Reading Report and Discussion	Hiebert, Ch. 7
10/01/15	Reading Report and Discussion	Hiebert, Ch. 8
10/08/15	Reading Report and Discussion	Hiebert, Ch. 9
	<b>Ethnographic Questionnaire Due</b>	
10/22/15	Reading Report and Discussion	Hiebert, Ch. 10
10/29/15	Reading Report and Discussion	Hiebert, Ch. 11
	<b>Lingenfelter Book review Due</b>	
11/05/15	Reading Report and Discussion	Lingenfelter, Chs. 1-3
11/12/15	Reading Report and Discussion	Lingenfelter, Chs. 4-6
11/19/15	Reading Report and Discussion	Lingenfelter, Chs. 7-9
	<b>Research Paper Due</b>	

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry**

**Master of Arts in Missions**

**PRM 575 Missionary Anthropology**

**Dr. Raymond Smith, Instructor**

**Fall 2015**

This course contributes to student learning outcomes for the Master of Arts in Missions degree as indicated below:

**Significant Contribution** - Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** - Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** - Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** - Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>Historical/Theological Perspective of Missions</b>				
Articulate the historic, biblical, theological, and missiological perspectives that inform the church's missionary task.	X			
<b>Strategy and Planning for Mission Agencies</b>				
Articulate an awareness and understanding of the basics of Christian missionary life and practice.		X		
<b>Cross-Cultural Evangelistic and Church-Planting Strategies</b>				
Articulate a globalized strategy for cross-cultural evangelism and church planting.	X			
<b>Leadership for Motivating, Mobilizing, and Training</b>				
Articulate the fundamental issues of the dynamic relationship of gospel to culture in establishing a strategy for effective intercultural ministry.	X			
<b>Language Learning Methods and Techniques</b>				
Demonstrate language learning competency utilizing the ear and mouth more than the eye and writing skills.				X
<b>Internship in Evangelism/Church Planting</b>				
Demonstrate preparedness for intercultural ministry by supervised application of missiological insights through immersion in cross-cultural ministry experiences.				X
<b>Scriptural Knowledge</b>				
Articulate a foundational knowledge of the content of Scripture with application to selected contemporary situations.			X	