

Syllabus for
PRM 575—Missionary Anthropology
3.0 Credit Hours
Fall 2001

I. COURSE DESCRIPTION

An introduction to the fundamental aspects of cultural anthropology from a Christian perspective. Emphasizes the importance of culture and the way it affects the perception of reality, cross cultural ministry, and culture change.

Prerequisites: None.

The course will emphasize two things:

1. The importance of culture to an individual and the way it will effect his or her perception of reality.
2. Cultural subsystems will also be dealt with, but will not receive as much attention as these two aspects. The subject will be dealt with from a Christian rather than a secular perspective, and it will always be kept in mind that culture is being 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 develop a greater cultural sensitivity. Its aim is to make aware of the necessity of culture and its indispensable function in the life of a community.

III. COURSE OBJECTIVES

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

- A. Express the way in which culture affects the perception of each person.
- B. Develop understanding 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. Develop their own understanding of becoming more effective in missions ministry.

IV. TEXTBOOKS

Required Textbooks

Hiebert, Paul. *Cultural Anthropology*. 2nd ed. Grand Rapids: Baker, 1993.

Kraft, Charles H. *Anthropology for Christian Witness*. Maryknoll: Orbis, 1996.

Luzbetak, Louis. *The Church and Cultures*. Maryknoll: Orbis, 1996

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 holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
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. School of Theology 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 will be received but will be 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 Missions. 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 **\$10 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 Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions

results in a grade reduction of **two letter** grades. Missing **12** class sessions will automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.

- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures

Grades

- | | | |
|----|----------------------------------|-----|
| a. | All readings and reaction sheets | 20% |
| b. | Classroom discussions | 20% |
| c. | Paper | 20% |
| d. | Two ethnological questionnaires | 20% |
| e. | Exam | 20% |

2. Other Policies and Procedures

Course Requirements

All the pages prescribed in the course outline from the above three textbooks should be read. A total of about 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 as well. It is required that they keep a record of how many pages they have read for later use in preparing a reading report.

- a. Two summary/reaction forms should be completed each week. Each one should attempt to summarize a section from the textbook and also illustrate it if possible.
- b. Students are required to read any additional material that may be necessary for the preparation for their paper. Those who write paper B should select material from the titles below. Those who write paper A will have to find their own material. This has to be fairly recent and of an acceptable academic standard. Students are advised to consult with the professor in this regard.
- c. The first project of this course is that students complete a distributed form (the ethnographical questionnaire). They will have to personally interact with someone born and raised in a completely different cultural setting, preferably from a people group of personal interest to the student. They will be 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 will not be necessary. The contact should, of course, be reasonably conversant in

- English, but should not be too Westernized. The completed project will enable students to have personally acquired illustrations for their reaction sheets and papers. This project is due in the third week.
- d. Another ethnographical questionnaire is due in the sixth week. Students are required to read an ethnography and attempt to complete as much of the questionnaire as possible based on this ethnography. About 100 pages of reading will be required from any relatively up-to-date ethnology such as those in outside reading or internet research materials.
 - e. The prescribed readings should be completed prior to each class. They cover the general area to be discussed in class.
 - f. Both the reader and the ethnographical questionnaire should provide students with illustrations of the theoretical concepts in the textbook. This does not mean that these books contain no illustrations, but it will be a better learning experience for students to find their own. Reaction sheets should be completed for all assignments. They are designed for maximum interaction with the readings and call for students to record and apply these illustrations. These sheets should be completed prior to the relevant class, and students will often be called upon to read their sheet or discuss its contents with the class. In this and other ways, students are expected to participate in class interaction as a part of their course requirements. Illustrations should also come from the ethnographical questionnaires. The others may come from the reader.
 - g. One paper of about nine typed, double-spaced pages is required. Students will 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 to be reached and the effort to be expended should be the same.
 - h. Either paper should begin with a general description of culture and indicate the reasons why it affects people's perception. They should be clearly structured and well supported. They are due week 15.
 - i. Paper Topics
 - (1) (Alternative Paper A) A description of the worldview and major substructures of a particular culture. The paper should focus on reasons why the aspects of the culture concerned are meaningful to the people of that particular group and should include suggestions for communicating the gospel to them.
 - (2) (Alternative Paper B) A defense of cultural sensitivity. Reasons should be given as to why all people prefer their own cultural forms. This paper should answer claims that some cultures are superior to others and should promote a bicultural perspective. It should use illustrations from both the questionnaire and the reader and should be written from a missiological perspective.
 - j. There will be one exam in finals week. This will not so much require meticulous memorization as it will test students understanding of the major concepts of the course.
 - k. A one-page simple reading report describing the 250 pages outside of the textbook readings is due week 15. This should list (1) the articles from the reader and the total number of pages read; (2) the additional reading done in preparation for the paper with the number of pages read; (3) the reading done for the second ethno-graphical questionnaire.

VI. COURSE CALENDAR

WEEK	DISCUSSION SUBJECTS	REQUIRED READING	
1	Introduction to Culture and Course Materials How Anthropology Helps	Kraft 1-13	Luz 12-63
2	Reality, Perception, Mental Mapping Culture	Kraft 14-27 Kraft 30-50	Heib 1-41 Heib 45-86
3	Worldview Crosscultural perspective and Ecology First Ethnography due	Kraft 51-68 Kraft 69-84	Luz 249-291 Heib 89-110
4	God, Culture and Human Beings Race and Social Groupings	Kraft 85-96 Kraft 97-114, 152-153, 156-171	Luz 137-139, 147-148
5	Model of Culture and Worldviews Forms and Meanings	Kraft 115-131 Kraft 132-147	Heib 355-369 Luz 198-249
6	Individual and Culture Material Culture and Technology Second Ethnography due	Kraft 148-163 Kraft 164-179	Luz 171-198
7	Economics Religion	Kraft 180-195 Kraft 196-214	Heib 297-315 Heib 371-394
8	Life Cycle Language	Kraft 215-235 Kraft 236-253	Heib 157-175 Heib 113-137
9	Other Forms of Communication Education and Associations	Kraft 254-272 Kraft 273-289	Heib 397-408 Heib 243-259
10	Family Status and Role	Kraft 290-312 Kraft 313-329	Heib 221-240, 195-218 Heib 139-154
11	Grouping Social Control	Kraft 330-342 Kraft 343-357	Heib 177-193 Heib 317-352
12	Stability and Change Kraft 380-397	Kraft 358-379 Barriers and Facilitators Luz 292-321	Heib 411-446
13	Advocates Ethics of Change	Kraft 398-413 Kraft 414-432	Luz 321-351 Luz 351-373
14	Worldview Change Theological Implications	Kraft 433-446 Kraft 447-458	Luz 374-386 Luz 386-397
15	Research Discovery Discussion— Paper & Reading Report Due	Kraft 459-474	

VII. ASSESSMENT SUMMARY

ORAL ROBERTS UNIVERSITY SCHOOL OF THEOLOGY AND MISSIONS

PRM 575
Course #

Missionary Anthropology
Title of Course

Dr. Ron Meyers
Instructor

MISSION

The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of mind, spirit, and body.

GENERAL OUTCOMES

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

MAJOR OUTCOMES

Spiritual formation/leadership:

Demonstrates Spirit-filled, biblically, theologically competent and historically informed church leadership.

Critical thinking/analysis/ problem solving:

Understands and applies biblical/theological principles in the practice of ministry.

Communication/social interaction/global perspective:

Demonstrates the ability to communicate the Gospel in diverse social/cultural texts.

Value/ethics/decision making:

Integrates Judeo-Christian values and ethics in personal life and ministry.

COURSE OUTCOMES

Ability to discern how cultures affect perceptions; ability to love and sympathize with those of another culture; ability to identify ethnocentric bias; ability to understand how worldviews effect cross-cultural communication; ability to establish cross-cultural egalitarian partnerships; ability to develop ones own cross-cultural insights and ministry.

ASSESSMENT OF COURSE OUTCOMES

Stimuli:

Textbook Reading
Discussion Participation
Discussion Leading
Research & Writing
Lectures
Reading-reaction Papers
Interviews

Criteria:

Reading & Reaction Papers	20%
Discussion Leading/Participation	20%
Research Paper	20%
Ethnological Interview	20%
Final Exam	20%