

# Cultural Anthropology

course # ICS2003-1 SU14  
credit hours: 3  
location: Moodle  
time: May 19-June 29

instructor(s): Matt Price  
Office: Campus Center 253  
School of Theology

CONTACT INFO:  
Phone: ext. 3617/Cell 740-504-3325  
Twitter: @jamaprice  
Email [Matt.Price@mvnu.edu](mailto:Matt.Price@mvnu.edu)

## Course Description

This course is an introduction to the tools anthropologists use to gain insight into individual's faith and to discover appropriate means of expressing the truth of the Gospel.

Special emphasis is given to the dimensions of culture, worldview issues, contextualizing the Gospel, and the incarnational paradigm.

Furthermore, the course will explore the variety of human cultures found around the world by allowing students to investigate cultural similarities and differences.

They will not only understand others better but also gain insights into their own cultural background. This course will also introduce students to the methods used by cultural anthropologists to understand the diversity present in our world.

## Course Outcomes

At the end of this course, students will be able to:

- 1) Grasp the basic knowledge necessary to study aspects of culture and worldview from an anthropological perspective.
- 2) Conduct basic research using ethnographic and library research.
- 3) Associate key ideas from anthropology with other experiences and issues in religion, language, health, and communication.
- 4) Integrate essential elements of anthropological literature to the broader human experience.
- 5) Appreciate the breadth of anthropological research and its value in helping connect people of various cultural backgrounds.
- 6) Learn how to observe culture through the lens of one's own perspective as well as that of a cultural other.

**This course fulfills the University Core requirement for Explorations in the Social Sciences, and it is a required course in the Intercultural Studies major. It is open to any student without a prerequisite.**

## Course Textbooks (required)

**Barley, Nigel.** *The Innocent Anthropologist: Notes from a Mud Hut*. Prospect Heights, IL: Waveland Pres, 1983. Reissued in 2000. (DT571.D68B36 2000; ISBN: 1-57766-156-7)  
< **Howell, Brian M. and Paris, Jenell Williams.** *Introducing Cultural Anthropology: A Christian Perspective*. Grand Rapids, MI: Baker Academic, 2011. (ISBN: 978-0-8010-3887-7 / LOC: BR115.C8 H69)

## Three Ways to Explore the Course Outcomes (James 1:2-8)

**Skimmers** show a curious interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.

**Snorkelers** will move beyond the shallows to probe below the surface, examine the concepts they find, make connections within the course, and try to apply them. They will spend more time on the readings, ask more **WHAT** and **HOW** questions, and participate actively in class.

**Deep divers** will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, spending more time on assignments and conducting research beyond the minimum.

## MOODLE DISCUSSION FORUMS

### Full Attendance Credit = 2 posts x 3 days x 6 weeks

*First Weekly Posts should begin no later than Tuesdays*

Students and the professor will engage in a dynamic interchange of ideas and experience which depends on the participation of students in each week of the course.

Course "attendance" is defined as two attendance posts on the discussion forum on at least three (3) days for every week beginning with Monday at 12:01 a.m. and ending Sunday at 11:59 p.m. Posts with a Monday time stamp will count for the following week. The time stamp on the post will be the official time of posting. You have two grace days during the six weeks. You do not have to post on a grace day (of your choosing).

A single attendance post is a minimum of 100 words. A good post does at least three of the following: asks penetrating questions, critiques the author's perspective, connects the reading to other parts of class, integrates the reading with other knowledge, applies the reading to one's experience, and evaluates the overall benefit of the reading. A post is not a summary of the reading or a brief superficial response to someone else's post.

A minimum of three of the six weekly posts must be original (and not replies to others) in order to count toward each week's attendance.

Submitting one of the other assignments is not considered an attendance post.

You may want to post more than the minimum requirement as discussion begins to flow. Posts still need to be 100 minimum words each.

Put the word count in parentheses at the end of a post or assignment  
Example: **(Word count: 313)** Make sense? If not, email me for clarification.

## COURSE PROJECTS

**Reading Reflection Paper for Nigel Barley *Innocent Anthropologist* & *Collateral Book*.** You will write two book reflections of 1000 words each. Use the three-step outline given below. The first paper is on Barley's *Innocent Anthropologist* (required) and then another book chosen from the list below (no exceptions—all collateral choices are available on OhioLINK).

### Collateral Choices:

*Rites of Passage* by Arnold van Gennep (1960) (top score for paper is A)  
*My Freshman Year* by Rebekah Nathan (2005) (top score for paper is B+)  
*Fieldwork: A Novel* by Mischa Berlinski (2007) (top score for paper is B)  
*The Horse Boy* by Rupert Isaacson (2009) (top score for paper is B)

### READING REFLECTION WRITING GUIDE

**Summary (100 words)** -- What is this book about? What are some unique characteristics about the author? Why do you think the author wrote the book?

**Critique (600 words)** – What does this book say specifically about anthropological research? What does this book say specifically about other cultures? What are some insights from Barley that help you better understand how to interact with other cultures? What were some of the disagreements you had with the author

**Application (300 words).** *In what ways has the author challenged your previous thinking about yourself, other cultures, and God? What are some connections between the course presentations, discussions and readings and what you've read from the author? How might you change your mind and possibly your life in response to what you've read? How could you apply their ideas into your personal and professional life?*

**Fieldwork Projects (Course outcomes 2, 5, 6).** By the end of the semester, you will make an attempt at fieldwork by putting into practice several types of anthropological research techniques. Directions for each project will be available on Moodle (also completed work will be submitted there). See Course Schedule for Due Dates. Complete in any order.

Project: Examining Folklore  
Project: Participant Observation  
Project: Ethnographic Interview

### Reading Quizzes

Several objective-response Reading Quizzes will cover textbook vocabulary and other important information from class presentations and assigned readings. Pay particular attention to italicized words, personalities, and landmark research. They will be available on Moodle on the dates given in the Course Schedule. You may repeat a quiz for a higher score.

### Final Exam Essay

On Moodle under final exam, you will find an article by Clifford Geertz, called "The Impact of Culture Upon the Concept of Man." After reading the article at least twice, complete the following assignment:

- 1) Make an outline of the Geertz article.
- 2) Using Geertz, Howell & Paris, Barley, assignments and class notes on your learning from the course to answer the question: "What does it mean to be human?" in an essay with no fewer than 1500 words.
- 3) Conclude with a summary paragraph with your position on what it means to be a human who is Christian.
- 4) Make sure to interact with the article and course materials since this is a comprehensive exam. (Hint: Include lots of relevant citations and your thoughts on those citations.) Use consistent MLA or APA citations and works cited.

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"The purpose of anthropology is to make the world safe for human differences." – Ruth Benedict

## Course Evaluation

| Assignments   | Points      | Learning Hours |
|---|-------------|----------------|
| Attendance (5 pts per post up to six times week = 30 pts x 6 weeks)                       | 180         | 36             |
| Assigned Reading ((261+ 190 = 451) + Collateral (198/186/400/356)=637 to 851pp at 15 pph) | --          | 48             |
| Weekly Reading Quizzes (6 x 50 pts)   | 300         | 9              |
| Reading Reflection Papers (75 pts x 2)  | 150         | 8              |
| Fieldwork Projects (3 x 100 pts)  | 300         | 18             |
| Comprehensive Final Exam Essay  | 100         | 8              |
| <b>Total</b>  | <b>1030</b> | <b>127</b>     |

Grading scale is:

|           |          |           |         |           |         |          |      |
|-----------|----------|-----------|---------|-----------|---------|----------|------|
| <b>A</b>  | 1000-930 | <b>B</b>  | 879-830 | <b>C</b>  | 749-720 | <b>F</b> | 599> |
| <b>A-</b> | 929-900  | <b>B-</b> | 829-800 | <b>C-</b> | 719-700 |          |      |
| <b>B+</b> | 899-880  | <b>C+</b> | 799-750 | <b>D</b>  | 699-600 |          |      |

### One course learning hour equals . . .

- 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
- 15 pages of reading (2000 level) (300 page book = 20 learning hours)
- 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs)
- 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class seat time or online posting for attendance
- 60 minutes of research
- 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel

### Grading Rubric

**A**—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.

**B**—Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors

**C**—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors

## Course Policies (A.A.A.A.)

|   |   |   |
|---|---|---|
| <b>Attendance Policy</b><br>Regular attendance and participation is expected. The course is taught in an asynchronous format, meaning students may decide what time of day works best for them in order to participate. A minimum of three days of posting and regular reading will give the student much to do but also much time to complete assignments. No extensions will be given due to the accelerated nature of the course. The MVNU policy on class attendance, however, provides excused absences for these reasons: | 1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips;<br>2) severe emergencies or death in the immediate family;<br>3) legal responsibilities; or<br>4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital.<br>(NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired). | <b>Assignment Submissions</b><br>Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (Turnitin) unless otherwise noted. 12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors                            |
|   |   | <b>Accommodation</b><br>See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the office of Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed. |

### Academic Integrity

MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors.

## Course Schedule – ICS2003 – SU2014—page 1

| Date                                       |   |   |  | What's Due  |
|--|---|---|--|---|
| <b>Unit 1 Worldview &amp; Culture</b>      |   |   |  |   |
| May 19-25                                  | <b>Why Anthropology?</b><br>Howell & Paris, c1<br><br><b>Theories of Anthropology</b><br>Howell & Paris c11<br>Univ. of Alabama<br>(Moodle) | <b>Understanding Worldview</b><br>Kraft article (Moodle)<br><br><b>Defining Culture</b><br>Howell & Paris, c2                           | <b>Fieldwork Projects</b><br>Assignment descriptions<br>(Moodle) | <b>Wk 1 Attend Posts</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br><br><b>Reading Quiz on Worldview &amp; Culture (FRI)</b><br><br><b>Begin reading Barley</b>  |
| <b>Unit 2 Communication &amp; Language</b> |   |   |  |   |
| May 26-June 1                              | <b>Contextualization</b><br>Hesselgrave article<br>(Moodle)   | <b>Forms &amp; Meanings</b><br>Howell & Paris, c12<br><br><b>"American Tongues"</b><br>Video (Library link)<br><br><b>Viewing Notes</b> | <b>Structure of Language</b><br>Howell & Paris, c3               | <b>Wk 2 Attend Posts</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br><br><b>Video Viewing Notes (WED)</b><br><br><b>Reading Quiz on Comm &amp; Lang (FRI)</b><br><br><b>Fieldwork Project (SUN)</b>       |
| <b>Unit 3 Social Structures</b>            |   |   |  |   |
| June 2-June 8                              | <b>Power Relations &amp; Ethnicity</b><br>Howell & Paris, c4, c7<br><br><b>Sexual &amp; Gender Identity</b><br>Howell & Paris, c5           | <b>"Divorce, Iranian Style"</b><br>Video (Moodle)<br><br><b>Viewing Guide</b>   | <b>Marriage &amp; Gender Identity</b><br>Howell & Paris, c8      | <b>Wk 3 Attend Posts</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br><br><b>Video Viewing Notes (WED)</b><br><br><b>Reading Quiz on Social Structure (FRI)</b><br><br><b>Barley Read Reflection (SUN)</b> |

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| <b>Unit 4 Expression &amp; Production</b> |  |  |   |   |
|---|--|--|---|---|
| <b>June 9-15</b>                          | <b>Play and Gameification</b><br>Wikibooks, c5, c6, c7                             | <b>Economic Systems</b><br>Howell & Paris, c6                            | <b>Exchange &amp; Consumption</b><br>Reciprocity & Markets<br>Wikibooks c13 | <b>Wk 4 Attend Posts</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br><b>Reading Quiz on Express &amp; Product (FRI)</b><br><b>Fieldwork Project (SUN)</b><br><b>Begin reading Collateral</b>                    |
| <b>Unit 5 Illness &amp; Health</b>        |  |  |   |   |
| <b>June 16-22</b>                         | <b>Flaw of the Excluded Middle</b> by Hiebert article (Moodle)                     | <b>"Horse Boy"</b> (video on Netflix or Library)                         | <b>Purity and Pollution</b>   | <b>Wk 5 Attend Posts</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br><b>Video Viewing Guide (WED)</b><br><b>Reading Quiz on Express &amp; Product (FRI)</b><br><b>Collateral Reading Reflection Paper (SUN)</b> |
| <b>Unit 6 Religion, Ritual, Folklore</b>  |  |  |   |   |
| <b>June 23-29</b>                         | <b>Rites &amp; Rituals</b><br>Howell & Paris, c9<br><br><b>Myth &amp; Folklore</b> | <b>Mediated Cultures &amp; Globalization</b><br>Howell & Paris, c10, c11 | <b>"The Impact of the Concept of Culture"</b> by Geertz article for Final   | <b>Wk 6 Attend Posts</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br><b>Reading Quiz on Religion, Ritual, Folklore (FRI)</b><br><b>Fieldwork Project (SUN)</b><br><b>Final Exam Essay (SUN)</b>                 |