

Course: SS237 D(N) Cultural Anthropology
Credit: 3 Semester Hours
Semester: Fall 24, Session 1 (8/19-10/11)
Time: Monday/Wednesday 8:00-9:20
Location: CABRE 100; Online through Canvas/Teams
Instructor: Joshua Paxton, Joshua.paxton@calvary.edu,
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I. DESCRIPTION

An introduction to the study of humanity from a cultural viewpoint. The study includes language communication, foods, housing, clothing, marriage, the family, clubs, social classes, government, and religion. Both primitive and developed societies are noted.

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved:

1. Gain an understanding of the nature of society and culture within the theoretical context of the discipline of cultural anthropology. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6)
2. Develop an awareness and appreciation for the diversity of human cultures. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6)
3. Relate your own culture as one of many valid lifeways, thereby overcoming ethnocentric, egocentric and provincial views of life and human relations. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6)
4. Demonstrate the necessity for understanding and employing the perspectives of cultural anthropology in order to effectively communicate the gospel of Jesus Christ in our own and other cultures. (PLO 2, 3, 4) (A 1, 2, 3, 4, 5, 6)

B. Specific competencies to be achieved:

1. Demonstrate an understanding of the basic concepts of cultural anthropology as a result of exposure to the content and relevance of the broad field of cultural anthropology. (PLO 1, 2, 3, 4) (A 1, 2, 3, 4, 5, 6)
2. Analyze the religion and worldview of a specific culture. (PLO 1, 4) (A 4)
3. Explain the unique characteristics of a culture and relate them to one's own. (PLO 1, 4) (A 2, 4)
4. Develop an understanding of the cultural aspects of Christianity in your own cultural context. (PLO 3, 4) (A 1, 2, 3, 4, 5, 6)

Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

III. REQUIREMENTS

1. Reading

Read through the entire textbook *Introducing Cultural Anthropology: A Christian Perspective*. The reading is to be reported along with the Study Questions.

Read through the textbook *Honor & Shame: Unlocking the Door*. Write a five page paper in which you interact with the argument of the book. What do think of Muller's premise regarding the three worldview systems? Do see how these are at work today? In what ways does culture and worldview affect our interaction with Muslims, with others? See schedule for due date.

2. Study Questions

Answer the included study questions and submit them according to the tentative schedule. This assignment **does not** need to be in Turabian, however, they **do need** to be typed. They should be submitted through the appropriate assignment in Canvas.

3. Response to Racism

Following the discussion on Race and Inequality the student will write a 5 page paper in which they argue a Christian response to racism. This paper is in Research Turabian format and should be submitted as an uploaded document in Canvas.

How should Christians approach racism?

What does Scripture say about the topic?

What are some in roads to racial reconciliation?

How can the church begin working towards solving the racial issues in America?

4. Research Paper

Each student will write a 10-page research paper in Research Turabian format in which part of the research will be fieldwork. The student will choose a culture other than their own to research and write the paper on:

- Language
- Social Structure
- Gender and Sexuality
- Production and Exchange
- Authority and Power
- Kinship and Marriage
- Religion and Ritual
- Culture Change, including how Globalization is affecting this culture.

Include also your subjective feelings regarding this culture.

- What surprised you?
- What intrigued you?
- What disturbs you

How does this culture differ from you own?

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Other sources may be included however a large part of the research and writing is to be interviewing people of that particular culture. The student should try to interview at least 5 people of the target culture in order to get a good perspective on the culture as a whole. A guide for the interview is given at the back of the syllabus. This paper should be uploaded through Canvas.

5. Exam

There will be a cumulative Final Exam. The exam is to be taken in Canvas per the schedule. Exams are open notes and open book, however, keep an eye on the clock as there is a time limit and too much searching for one answer could result in running out of time.

6. Participation

Participation in class discussions is a vital part of the learning process. During each class period a discussion question will be given that the student is expected to go to Canvas, find the appropriate discussion forum for that class period and answer the question. Students will be unable to see their classmate's posts until they answer themselves. This assignment is graded.

IV. METHODS

A. In-class methods: listening to lectures, participating in class discussions, writing, and taking tests.

B. Out-of-class methods: reading, writing, research, and studying for tests.

1. Grading:

	Points
<u>Reading</u>	
a. Reading.....	100
b. Muller Reading and Paper.....	100
<u>Writing</u>	
c. Study Questions.....	200
d. Research Paper.....	100
e. Response to Racism.....	100
<u>Exam</u>	
f. Exams.....	200
<u>Participation</u>	
g. Discussions.....	200
Total	1000

2. "See Grading Scale in University Catalog"

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- C.** The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- D.** All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Unless otherwise indicated book reports and study questions may be in non-research format, interviews and other research papers should be in research paper format. A copy of the Turabian Style Guide is available on the Clark Academic Center page of Calvary's website.
- E. Late Assignments:** Assignments will be penalized according to the professor's late policy as explained in Canvas.
- F. Plagiarism:** Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. *Any assignment that includes plagiarism will receive a zero (0) grade. Students should note that papers will be submitted in Canvas via "Turn-It-In". This program automatically gives the students work a plagiarism score, students should strive for a score less than 20.*
- G. Disabilities:** Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support
- H. The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.
- I. Attendance Policy** – Calvary has no official attendance policy, the attendance policy of the professor will be explained in class and in Canvas.

V. MATERIALS

A. Required:

The Bible (Instructor will use ESV)

Brian M. Howell and Jenell Williams Paris, 2010. *Introducing Cultural Anthropology: A Christian Perspective*. Grand Rapids, MI: Baker Academic, 2010. ISBN-13:978-0801038877. Retail \$29.99.

Roland Muller, 2000. *Honor and Shame: Unlocking the Door*. Middletown, DE: Xlibtis Corporation, 2000. ISBN-13:978-0738843162. Retail \$20.99.

VI. TENTATIVE MODULAR SCHEDULE

See Canvas for schedule and due dates

VII. Study Questions

Chapter 1 – The Discipline of Anthropology

1. What is Cultural Anthropology?
2. What do you think this class will be about?
3. Do you see yourself ever needing the information we will cover in this class?
4. How might an understanding of cultural anthropology help you in life?
5. How does studying cultural anthropology help us as believers to better engage with the world we live in?
6. What are the four subfields of anthropology?
7. Where does the word “anthropology” come from and how might this give a clue to something that is missing in our textbook?
8. What is the purpose of Archeology?
9. What is the purpose of Linguistics and how does it help believers?
10. Why is Physical Anthropology controversial for Christians?
11. What is the primary method associated with ethnographic research?
12. What techniques do anthropologists employ when doing participant observation?
13. How might understanding others through the Anthropological Perspective help us as believers better understand ourselves?
14. What are the main differences between anthropology and sociology?
15. What is it that really sets anthropology apart from other social sciences?
16. How have missionaries helped anthropologists?
17. How have anthropologists helped missionaries?
18. In what ways have anthropologists and missionaries been in conflict?
19. How can cultural anthropology help/hinder us in our understanding of Scripture?
20. How does an understanding of the Global Church help us to better worship God?

Chapter 2 – The Concept of Culture

1. What is culture?
2. Why does the Ethnic Fair model of culture breakdown in the United States?
3. What are the problems with the Ethnic Fair model of culture?
4. Where does the English word “culture” come from and what does its root mean?
5. Describe the concept of Unilinear Cultural Evolution.
6. How has the Darwin’s Theory of Evolution affected everything from plants and animals to religion and politics?
7. Why did Christians at first embrace unilinear theory?
8. How did Unilinear Cultural Evolution contribute to racism?
9. How did getting out in the field face-to-face with people of other cultures affect anthropological theory?
10. Describe historical particularism.
11. Describe cultural relativism.
12. How might cultural relativism and Scripture come into conflict?
13. Why is moral relativism incompatible with Biblical teaching?
14. Describe the three varieties of ethnocentrism.
15. Are there any acultural people? Ie. people who have no culture.
16. What does it mean to say that culture is learned, adaptive, shared, and integrated?
17. What is good and bad about the glasses metaphor for culture?
18. Why is it important for Christians to recognize that they live out Christianity within the context of their own culture?
19. How does US culture (if such a thing exists) fall short of reflecting God’s character?
20. List some aspects of US Christianity that are more cultural than they are biblical.

Chapter 3 – Language

1. How does the study of linguistics relate to mission work?
2. What is sociolinguistics?
3. What is Historical Linguistics and how is it related to philology?
4. Why might philology be important to Christians?
5. Describe what is meant by descriptive linguistics?
6. Define: morphemes, grammar, and syntax.
7. How does an official language help a nation's culture change slower?
8. Explain the concept of structuralism in your own words.
9. Explain the Sapir-Whorf hypothesis.
10. Give a way in which US culture has changed American English.
11. How did segregation contribute to the development of different speech patterns in African-Americans?
12. How is a dialect different from a language?
13. What does the cartoon on page 55 illustrate regarding US culture and language?
14. What is creole?
15. What is pidgin?
16. Describe linguistic nationalism and how it affects immigrants?
17. How is the culture of the Ilokano reflected in their language?
18. Why do Muslims insist that the Koran can only be understood in Arabic?
19. What does the fact that Scripture does not need to be in a special language reveal about God?
20. How is a sociolinguistic view of Scripture important to hermeneutics (how we interpret Scripture)?

Chapter 4 – Social Structure and Inequality in Race, Ethnicity, and Class

1. Describe social stratification.
2. How does social stratification lead to social inequality?
3. What kinds of social stratification exist in the US?
4. Describe the concept of social structure.
5. What is status?
6. What are your: achieved status('s), ascribed status('s), master status?
7. Explain the concept of Role.
8. What roles do you play in society?
9. What role conflicts do you experience on a daily basis?
10. Do you agree with the author's assessment of the reason for the difference between what individuals earn for babysitting vs. mowing the lawn?
11. Describe the concept of race. Is it real or merely a cultural construct?
12. Read the section on *Race and inequality* carefully, how can we see these same concepts being played out with the LGBT movement today?
13. Describe the concept of ethnicity. How is ethnicity different from race?
14. Do Americans usually identify themselves by their ethnicity?
15. How is America unique in terms of culture and ethnicity?
16. What is class?
17. What is the difference between an open class system and a fixed class system or caste?
18. What is the significance of a society having high class mobility?
19. On page 83 the author makes the statement, "Until that time, the Scriptures call on God's people to serve Christ by serving "the least of these," and to do what we can to redress oppression and injustice." Do you agree or disagree?

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20. What role does the church need to play in current social issues such as sex trafficking, gay marriage, racism, poverty, and disease?

Chapter 5 – Gender and Sexuality

1. What is the difference between sex and gender?
2. Do you agree or disagree with the statement, "Gender is socially constructed; it does not flow automatically from biological sex"?
3. What is a gender status? How is our society challenging this today?
4. What is a gender role? How is our society challenging this today?
5. Should a new status be created for those who for either biological or psychological reasons identify differently than their sex? Why, why not?
6. How should Christians respond to cultural differences such as the Philippine bakla?
7. What is gender socialization?
8. How much of gender is the result of society and how much is fixed? Where does Scripture play in this discussion?
9. What do you think about the results of the research that was done where boy girl infants were dressed opposite of their sex?
10. How do our fairytales and stories reflect ideals of gender roles?
11. How are young girls in America being negatively impacted by western gender socialization?
12. How are young boys in America being negatively impacted by western gender socialization?
13. How are genders portrayed in popular TV shows and movies? What affect do you think that has on younger generations?
14. What is sexuality?
15. Even though same sex, sex happens in most cultures, how is homosexuality unique?
16. How might Islamic women find the wearing of a burqa to be empowering?
17. What does Scripture have to say about Gender status and roles?
18. After reading this chapter how much of gender and sexuality is cultural and how much of it is the result of the Fall?
19. Do you feel like the authors do a good job of representing a Christian perspective on these issues?
20. How can the Church help society to better understand the importance of gender and sexuality and the impact it has on our culture?

Chapter 6 – Production and Exchange

1. What is economic anthropology?
2. How did unilinear cultural evolution theory apply to modes of subsistence?
3. What is a subsistence strategy?
4. Name and describe the four modes of subsistence given in the text.
5. What is articulation?
6. What social features to foraging cultures generally have in common?
7. The box entitled "The Original Affluent Society?" describes two ways to be wealthy, what are they?
8. Why are foraging cultures largely vanishing?
9. What is the difference between ethnocide and genocide?
10. What is subsistence farming?
11. What concept is needed in horticulture societies that foraging societies do not?
12. Horticulture allows for producing a surplus of goods, why is this good? Why can it be bad?
13. How had globalization impacted horticulturalists?

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14. What is Pastoralism and what are the two different forms?
15. How do the authors say pastoralism shapes a culture?
16. How is globalization affecting pastoralists?
17. What is Agriculture and what is its main difference from horticulture?
18. Describe the Reciprocity system of exchange.
19. Describe the Redistribution system of exchange.
20. Describe the Market system of exchange.

Chapter 7 – Authority and Power

1. What is the first instance of government that we see in the Bible?
2. What is the anthropological perspective on politics?
3. What is power? What is authority?
4. Describe Coercive power.
5. Describe Persuasive power.
6. Describe Hegemonic power.
7. Explain how people use sanctions to support or work against those in power.
8. Describe using Scripture a time period in Israel's history when they were a band.
9. Describe a band.
10. How is leadership structured in a Tribe?
11. What differences are there between a Tribe and a Band?
12. Describe a time period in Israel's history when they were a tribe, or rather a collection of tribes?
13. What is the defining characteristic of a chiefdom, kingdom?
14. Where does authority lie in a kingdom?
15. Describe a time in Israel's history when it was a kingdom?
16. What is the main difference between a kingdom and a state?
17. What is an oligarchy?
18. Did the protestant reformation spawn the various revolutions that came after it?
19. Is there a perfect political system in which people will not abuse one another?
20. What is the believer's role in politics?

Chapter 8 – Kinship and Marriage

1. Define kinship.
2. Give two examples of when kinship is important in Scripture.
3. Why is kinship important in a society?
4. How does the importance of kinship change depending on the structure of society?
5. What is descent?
6. Describe a unilineal descent system.
7. What is the difference between patrilineal and matrilineal descent?
8. How is dual descent different from cognatic descent?
9. Describe bilateral descent.
10. Describe ambilineal descent.
11. List and describe the three functions of descent systems. Why are they important?
12. What is marriage?
13. Is love the only factor in marriage? What other factors might be important? What factors are important in your culture?
14. What is consanguinial marriage and how is it not incest?
15. Describe the concepts of brideservice, what example do we see in Scripture?
16. Describe the difference between bridewealth, and dowry.
17. What is the primary marriage exchange system we see in Scripture?

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18. Describe the two systems of plural marriage. Where King Solomon's marriages really about the alliances they created?
19. How does the first paragraph of the "Family in the Bible" section illustrate the dangers of homosexuality.
20. What about marriage is cultural and what is Biblical?

Chapter 9 – Religion and Ritual

1. Do you agree or disagree with how the textbook approaches the study of religion?
2. What does anthropology contribute to the understanding of religion?
3. How can using anthropology to study Christianity help us in our understanding of God and how we approach Him?
4. What are magic, witchcraft, and sorcery and how do they relate to religion?
5. What should a believer's response be to magic, witchcraft and sorcery?
6. How does unilinear evolutionary theory affect the understanding of religion?
7. How can unilinear theory be shown to be wrong?
8. What is a fetish? What fetishes exist as part of American culture?
9. Describe the functionalist approach to studying religion.
10. Describe Cultural Materialism.
11. How does a cultural materialistic interpretation help one understand why cows are sacred in India?
12. What is a symbol? Give some examples of symbols in Christianity.
13. What is a ritual? What rituals are part of Christianity? U.S. Culture?
14. Describe a rite of intensification.
15. Describe a rite of affliction.
16. Describe a rite of passage.
17. What is the anthropological understanding of a myth?
18. How do people change their rituals?
19. How might the rituals that one culture uses to worship and the rituals you use to worship be different and yet still glorify God?
20. What do the commonalities between cultures worshipping, performing rituals, and similar myths demonstrate about people?

Chapter 10 – Globalization and Culture Change

1. What is globalization?
2. How is globalization both an old phenomenon and a new reality?
3. Describe the concept of commodification. How does it affect culture?
4. How has western influence impacted globalization?
5. Are other cultures always accepting of western influence? Why or why not?
6. On the other side how has western culture been influenced by the east?
7. Explain modernization theory.
8. Explain dependency theory.
9. Reflect on how US foreign aid can sometimes add to dependency in other nations. What does this mean for their culture?
10. Explain world-systems theory. Is this theory relevant for today?
11. How is globalization rooted in colonialism?
12. How did different countries approach colonialism differently?
13. Refer to question 12, what impact did different approaches have on the colonized?
14. Explain the concept of resistance.
15. What is a counterhegemonic movement?
16. How does post-colonialism affect culture?
17. Explain the concept of cultural hybridity, how did it affect India?

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18. How has globalization affected the way anthropologists study other cultures?
19. How has the Church been positively impacted by globalization?
20. How should Christians respond to the claim the missionaries destroy culture?

IX. Questions for Informant Interview for Research Paper

1. General Information
 - a. What country are they from?
 - b. What culture do they belong to?
 - c. Do they live in the U.S.? For how long?
 - d. Do they speak another language? What? How many?
2. Language
 - a. What is your native birth language?
 - b. How does your language differ from English? I.e. sounds, structure, ways of expressing things, grammar, vocabulary.
 - c. When you are thinking about things, what language do you use? Different languages for different situations, like thinking about family conversations at home vs. school work or job?
 - d. Are there things you find hard or impossible to fully express from your language to English?
 - e. What are some key non-verbal communication behaviors that differ between their culture and yours? – These can be head gestures, body distance, postures when talking, eye contact, arm folding differences, greeting behaviors (handshakes, bows, kisses, hugs). Have any of these created cross-cultural misunderstandings for you?
 - f. What kinds of arts most characterize and communicate their culture? How do their arts contrast with similar ones in your culture? – music styles, poetry, literature, graphic art forms, etc...
 - g. Proverbs provide one common form of communicating cultural values and beliefs in a concise verbal package. Ask for some of their proverbs and get them to explain how they are used and what they mean to people in their culture.
3. Courtship
 - a. How does a boy and girl decide to get married?
 - b. What process is followed:
 - i. To announce the wedding
 - ii. To make arrangements between the families
 - iii. To prepare for the wedding
 - c. What is a normal wedding like? Is there such a thing?
4. Marriage
 - a. Where does the couple live after marrying?
 - b. How soon do they have children?
 - c. What are the roles of the husband?
 - d. What are the roles of the wife?
5. Life Cycle
 - a. Does their culture recognize distinct stages of life? What categories do they have? – birth, adolescence, marriage, death
 - b. Are there ceremonies (rites of passage) which mark the transition from one stage to another (naming ceremonies, circumcisions, graduation, wedding, birthday parties, etc...)
 - c. What are common gender role distinctions in your culture?
 - d. What political systems are common in your culture?
 - e. In what ways is your culture stratified (economic, ethnic, caste, etc...)?
 - f. What ethnic issues has the person faced in their culture and/or the U.S.?
 - g. What forms does discrimination take in their culture?