

|                   |   |                      |
|-------------------|---|----------------------|
| <b>Course ID:</b> | <b>Course Title:</b>                                    | <b>Spring 2022</b>   |
| <b>MI 511</b>     | <b>Cultural Anthropology for Intercultural Ministry</b> | <b>Prerequisite:</b> |
|                   |   | <b>Credits: 3</b>    |

| Class Information |   | Instructor Information |                         | Important Dates                                    |                               |
|-------------------|---|------------------------|-------------------------|--|-------------------------------|
| <b>Delivery:</b>  | Online  | <b>Instructor:</b>     | Wes Thiessen, PhD       | <b>First Day of Class:</b>                         | May 30, 2022                  |
| <b>Days:</b>      | M – F   | <b>Email:</b>          | wthiessen@ambrose.edu   | <b>Last Day to Add/Drop:</b>                       | End of the First Day of Class |
| <b>Time:</b>      | Virtual – Zoom<br>Meeting ID:<br>993 5905<br>4724 | <b>Phone:</b>          | n/a                     | <b>Last Day to Withdraw:</b>                       | End of the Last Day of Class  |
| <b>Room:</b>      | n/a - Zoom  | <b>Office:</b>         | n/a                     | <b>Last Day to Apply for Coursework Extension:</b> | End of the Last Day of Class  |
|                   |   | <b>Office Hours:</b>   | By appointment via Zoom | <b>Last Day of Class:</b>                          | 10 June 2022                  |

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

This course is an introduction to the insights of cultural anthropology for intercultural ministry. It includes theories of culture and societies, religion and worldview, kinship and family structure, communication theory and the dynamics of change. Participants are encouraged to explore models useful in ministering to specific societies and cultures.

### Expected Learning Outcomes

1. Acquire, communicate and apply a basic understanding of cultural anthropology and its relationship to Christian mission.
2. Express an accurate understanding of cultural anthropology and applying ethnographic methods to a specific people group.
3. Increased awareness, understanding and ability to express one's own personal context in anthropological terms.

4. An appreciation and awareness of the cultural anthropological issues impacting various cultures within the Calgary region.

### Required and Recommended Textbooks and Readings

Guest, Kenneth J. *Cultural Anthropology: A Toolkit for a Global Age*. WW Norton & Company, 2020.

Guest, Kenneth J. *Cultural Anthropology: A Reader for a Global Age*. WW Norton & Company, 2018.

Guest, Kenneth J. *Cultural Anthropology: Fieldwork Journal*. WW Norton & Company, 2020.

Janzen, Ellen. *The Unspoken Gospel: Living Faith Beyond Borders*. MOF Publishing, 2018. Available online as an ebook or via Amazon on POD.

### Course Schedule

The course will generally follow the outline in the textbook with daily topics coordinated with textbook chapters. Activities, media, discussion and other modes will be used in presenting this information.

### Requirements:

| MI 511   | % Weight | Due Date                            | Submission Method                          |
|--|----------|-------------------------------------|--|
| <b>ALL REQUIRED</b>  |          |                                     |  |
| Text Reading – a full reading of the course text.  | 10       | One week after last day of class    | Moodle                                     |
| Additional Reading – assigned reading from the accompanying reader.                      | 10       | One week after last day of class    | Moodle                                     |
| Devotional – an individual presentation of a devotional exercise related to anthropology | 5        | By Schedule                         | Oral presentation                          |
| Book Review 1  | 10       | Three weeks after last day of class | Moodle                                     |
| Book Review 2 - Choice   | 10       | Four weeks after last day of class  | Moodle                                     |
| Fieldwork Journal/Ethnographic Project   | 40       | Eight weeks after last day of class | As discussed in class – drop off or Moodle |
| Daily Journal/Reflection paper<br>APPLICATION, APPLICATION, APPLICATION                  | 10       | One week after last day of class    | Moodle                                     |
| Class participation  | 5        | Each day/End of last class          | Your presence and ACTIVE participation     |

**Devotional** – each student will prepare a brief devotional for the class, one on each day. The schedule will be worked out on the first day. You must use a short scripture passage that demonstrates something of the principles of anthropology learned in the classroom. Draw out two things from the passage, among other things: 1. The ethnographic or culturally anthropologic matter of the text; 2. How we, in a different culture and time, can benefit from better understanding the time and culture of the passage—i.e. what personal application can we make from this?

### Book Review 1 & 2:

Students will write two reports from additional reading, one from the extra text as required reading, *The Unspoken Gospel*, and one a choice from the list of texts in the appendix at the end of the syllabus. Each book report should be no longer than 2 double-spaced pages. **The book reviews MUST follow the below outline:**

1. A brief review, one paragraph, of the content of the book
  2. Two paragraphs focusing on the strengths and weaknesses of the book
  3. Insights and reflections based on the content presented, specifically demonstrating how you, as a practitioner, would behave in the culture presented, were you to be living in that culture.
- Reading reports must be completed as listed in the chart above.

### **Fieldwork Journal or Ethnographic Project:**

Students may choose between completing either seven selected Exercises in the accompanying Fieldwork Journal, or a single Ethnographic project conducted on their own.

**Fieldwork Journal Exercises** include the following:

Fieldwork: Mapping a Block

Seeing the Business of Ethnicity

Cartoon Commercials and the Construction of Gender

Tracking the Travels of a Chocolate Bar

An Immigrant Interview

Visit to a Religious Community

What Do You Do When You Get Sick?

Follow the instructions for each individual exercise. Submit either the booklet itself by the due date according to the instructions given in class or provide a pdf submission by Moodle.

### **Ethnographic Project:**

Initial project proposal – 5%

Final Project – 35%

An ethnography project will be carried out and reported on by each student. Initial project proposals will be submitted at the beginning of class on Thursday. The assignment will be further discussed in class with specific criteria for the outcomes of the project. It is expected that the target cultural group for each ethnography project will neither be the student's home culture, nor that of European descent western Canada. The project must seek to either answer a specific question with a specific culture or involved participant observation or ethnographic interview on a specific facet of culture within an ethnic group. It is expected that students will do their research within the Calgary region, although it is not restricted to this region. Final projects must be completed and submitted no later than

### **Daily Journal and Reflection Paper**

Students will keep a daily class journal, to be submitted as indicated above. This journal is to keep notes of significant insights encountered each day of class. It is expected that students will have one entry for each class day. Students may also use this for reflective thoughts as an outcome of the readings. In addition, students will write a two paper reflection paper on the entire course as an opportunity to reflect on the significant insights gained through the course.

## Attendance:

Students are expected to attend all classes. If there is a reason why you may be unable to attend a class, please contact the instructor.

## Grade Summary:

| Grade | Interpretation   | Grade Points    |
|-------|--|-----------------|
| A+    | Mastery: Complete Understanding of Subject Matter          | 4.00            |
| A     |  | 4.00            |
| A-    |  | 3.70            |
| B+    | Proficient: Well-Developed Understanding of Subject Matter | 3.30            |
| B     |  | 3.00            |
| B-    |  | 2.70            |
| C+    | Basic: Developing Understanding of Subject Matter          | 2.30            |
| C     |  | 2.00            |
| C-    |  | 1.70            |
| D+    | Minimal Pass: Limited Understanding of Subject             | 1.30            |
| D     |  | 1.0             |
| F     | Failure: Failure to Meet Course Requirements               | 0.00            |
| P     | Pass   | No Grade Points |

| <u>Letter Grade</u> | <u>Description</u> | <u>% Equivalent</u> |
|---------------------|--------------------|---------------------|
| A+                  |                    | 97-100              |
| A                   | Excellent          | 94-96               |
| A-                  |                    | 90-93               |
| B+                  |                    | 87-89               |
| B                   | Good               | 84-86               |
| B-                  |                    | 80-83               |
| C+                  |                    | 77-79               |
| C                   | Satisfactory       | 74-76               |
| C-                  |                    | 70-73               |
| D+                  |                    | 67-69               |
| D                   | Minimal Pass       | 60-66               |
| F                   | Failure            | 0-59                |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Other:

### Appendix – MI 511-1 Ethnographic Books for Book Report (Choose one)

Abu-Lughod, L. (2000). *Veiled sentiments*. Berkeley, CA: University of California Press. [Bedouins of Egypt]

Belmonte, T. (1989). *The broken fountain*. Columbia University Press. [slum community of Naples, Italy]

Bourgois, P. (1995). *In search of respect: Selling crack in El Barrio*. Cambridge University Press. [Urban America]

Bowen, E. S. (1954). *Return to laughter*. Anchor Books. [Tiv of Nigeria]

- Briggs, J. (2005). *Never in anger: Portrait of an Eskimo family*. Harvard University Press. [Inuit Eskimo]
- Chinas, B. (1993). *La Zanduga: Of fieldwork and friendship in southern Mexico*. Waveland Press. [rural Zapotech society of Mexico]
- Cohen, L. (1998). *No aging in India: Alzheimer's, the bad family, and other modern things*. Berkeley, CA: University of California Press. [India]
- Fadiman, A. (1998). *The Spirit catches you and you fall down*. Farrar, Straus and Giroux. [Hmong in America].
- Farmer, P. (1993). *Aids and accusation: Haiti and a geography of blame*. Berkeley, CA: University of California Press. [Haiti]
- Fernea, E. W. (1965). *Guest of the Sheik: An ethnography of an Iraqi village*. New York, NY: Doubleday. [Iraq]
- Good, K. (1997). *Into the heart: One man's pursuit of love and knowledge among the Yanomani*. Prentice-Hall. [Yanomana Indians of Amazon]
- Gottlieb, A., & Graham, P. (1994). *Parallel worlds: An anthropologist and a writer encounter Africa*. New York, NY: Crown. [West Africa]
- Low, S. (2000). *On the plaza: The politics of public space and culture*. University of Texas Press. [Costa Rica]
- Malinowski, B. (1967). *A diary in the strict sense of the term* (2<sup>nd</sup> Ed.). London, UK: Athlone. [Trobriand Islanders]
- McLeod, J. (1995). *Ain't no makin' it: Aspirations and attainments in a low income neighborhood*. Boulder, CO: Westview. [Urban America]
- Pham, A. (1999). *Catfish and mandala: A two-wheeled voyage through the landscape and memory of Vietnam*. Picador. [Vietnam]
- Rainbow, P. (1977). *Reflections on fieldwork in Morocco*. Berkeley, CA: University of California Press. [Morocco]
- Raffles, H. (2002). *In Amazonia: A natural history*. Princeton, NJ: Princeton University Press. [Amazonia]
- Scheper-Hughes, N. (1993). *Death without weeping: The violence of everyday life in Brazil*. Berkeley, CA: University of California Press. [Brazil]
- Scott, J. (1985). *Weapons of the weak: Everyday forms of peasant resistance*. Yale University Press. [Malaysia]
- Shostak, M. (1981). *Nisa: The life and works of a !Kung woman*. Harvard University Press. [!Kung tribals from southern Africa's Kalahari Desert]
- Stack, C. (1997). *All our kin*. Harper & Row. [African Americans].
- Trawick, M. (1990). *Notes on love in a Tamil family*. Berkeley, CA: University of California Press. [Tamil Nadu, India]

## Ambrose University Important Policies & Procedures:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that

may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

**Note:** Students are strongly advised to retain this syllabus for their records.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888