

LIDLAW COLLEGE

Te Wananga Amorangi

603.615 - Cultural Anthropology Course Assessment and Delivery Outline

CDL (BTC)
Tutor: Sue Patterson

Semester 1, 2015
NQF Level: 6, 15 credits

CONTENT OVERVIEW:

1. Why Cultural Anthropology
2. Reality
3. Culture
4. Form and Meaning
5. Individual and Culture
6. Language
7. Cross-Cultural Communication
8. Education
9. Material Culture, Technology and Religious Belief
10. Life Cycle, Family, Status and Role
11. Cultural Groups and Social Control
12. Cultural and Worldview Change

ASSESSMENT TASKS AND DUE DATES:

1. 'Basic Values' Assignment

Learning Outcomes: c, d.
Due Date: Sunday end of week 3, 11.55 pm
Percentage Weighting: 20%
Word Count: 1000 words

- Read Chapter 2 (available on your course CD-ROM from S.G. Lingenfelter and M.K. Mayers, *Ministering Cross-Culturally* (Grand Rapids: Baker, 2003), 27-35.

- Complete the questionnaire from the chapter and, after analysing your answers, draw up your personal profile.

Reflection (1000 words)

- 1 Identify which trait of **each** of the six pairs you scored more highly on. If these are the same, write both traits.
- 2 To what extent do you think these stronger traits are unique to:
 - a. your personality;
 - b. your personal experience? and then:

Discuss the extent to which you believe these stronger traits are typical values of your culture. Illustrate your answer by using examples and/or anecdotes to explain your position.

Write up the above Reflection as an assignment and be ready to use it as part of tutorial discussion. Submit the written reflection on Moodle by the date above.

3 Analysis of a selected culture

Learning outcomes:	b, d
Due date:	Sunday midnight end of week 7
Weighting:	30%
Length:	1500 words

Provide a description and analysis of a specific culture

either in **one** of the following cultures, employing the descriptions from Kraft's *Worldview for Christian Witness* available on Moodle course site (and any additional resources you may find useful):

- Middle Wahgi (Papua New Guinea)
- Kamwe (Nigeria)
- Sunni Muslim (Egypt)
- Swahili Muslim (East Africa)
- Hakka (Taiwan)
- Navaho (United States)

or in a specific culture of the student's own choosing. (Prior to writing your assignment, please contact the lecturer for approval of that culture as a focus for the assignment and to demonstrate that you have appropriate resources to effectively meet the assignment criteria).

Assignment tasks:

- Provide a brief description of the selected culture.
- Locate the selected culture within a broad worldview type and identify worldview universals or themes with significant potential for contextualization of the gospel.
- Identify and describe at least **three** elements of the culture which you deem significant for the task of contextualizing the gospel.
- Give reasons why you consider those elements to be significant.
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N.B. This assignment is foundational for the work which will be done in the Strategy essay. That is, your selected culture is the basis not only for the Analysis of a selected culture but also for the final essay.

4 Strategy Essay

Learning Outcomes:	a,b,d,e,f,g.
Due Date:	Midnight Sunday, end of Week 12
Percentage Weighting:	50%
Word Count:	3000 words

Write an essay (2500 words) demonstrating your understanding of the role of Cultural Anthropology by developing a strategy for presenting the gospel in the culture focused on in the previous assignment.

- Discuss the gospel's affirmation and critique of culture.
- Briefly mention the selected culture focused on in the previous assessment ('Analysis of a selected culture') and re-state the three (or more) cultural elements that you chose for the task of contextualizing the gospel.
- With reference to your selected cultural elements, discuss the relevant gospel themes to be contextualized
- Give reasons for your selection of those gospel themes as significant for your contextualizing
- Outline the strategy you would employ in the contextualizing process, identifying important guiding principles.

CRITERIA FOR ASSESSMENT:

Basic Values' Assignment

Reflection

- Higher priority traits are identified
- A significant level of self awareness and cultural insight is evidenced
- The illustrations/anecdotes are relevant and informative.

Tutorial Discussion

- Responses meet all requirements and are respectful in tone
- Responses are perceptive and show a good understanding of how personality, personal experience and culture affect interpersonal relations

Analysis of a selected culture

- Description of culture
- Identification of worldview type and relevant worldview universals and themes
- Appropriate identification of three key cultural elements significant for contextualizing task
- Adequacy of reasons for the selection of the cultural elements
- Presentation (spelling, grammar, layout, correct referencing, etc)

Strategy Essay

- Adequacy of discussion of gospel's affirmation and critique of culture
- Relevance of gospel themes to be contextualized in relation to cultural elements
- Quality of explanation for the choice of gospel themes
- Outline of strategy and guiding principles for the contextualization
- Presentation (spelling, grammar, layout, correct referencing, etc)

LEARNING HOURS:

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Tutorials		24 hours
Reading and preparation		41 hours
Values assignment	20%	10 hours
Analysis of a selected culture	30%	30 hours
Strategy Essay	50%	45 hours
Total	100%	150 hours

TEXTBOOKS:

The text book for this course is:

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

BIBLIOGRAPHY:

- Bjork, David. *Unfamiliar Paths - The Challenge of Recognising Christ in Strange Clothing*. Pasadena: William Carey Library, 1997.
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- Dyrness, William A. *The Earth is God's: A Theology of American Culture*. Maryknoll: Orbis, 1997.
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- Gallagher, Michael Paul. *Clashing Symbols: an introduction to faith-and-culture*. London: Dartman, Longman and Todd, 1997.
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- _____, *Anthropological Reflections on Missiological Issues*. Grand Rapids: Baker Books, 1994.
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- Hiebert, Paul G. and Frances F. Hiebert. *Case Studies in Missions*. Grand Rapids: Baker Books, 1987.
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- Hiebert, Paul G., R.Daniel Shaw and Tite Tienou. *Understanding Folk Religion - A Christian Response to Popular Beliefs and Practices*. Grand Rapids: Baker Books, 1999.
- Kemp, Hugh P. *Steppe by Step: Mongolia's Christians – from ancient roots to vibrant young church*. London: Monarch, 2000.
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- Lingenfelter, S. *Transforming Culture: a challenge for Christian mission*. 2nd ed. Grand Rapids: Baker Books, 1998.
- _____, *Ministering Cross-Culturally: an incarnational model for personal relationships*. Grand Rapids: Baker Books, 1986.
- Martin, Lloyd. *One Faith, Two Peoples: communicating across cultures within the church*. 3rd ed. Paraparaumu Beach NZ: Salt, 2002.
- Neely, Alan. *Christian Mission: as case study approach*. Maryknoll: Orbis, 1997.
- Sanneh, Lamin O. *Translating the Message: the missionary impact on culture*. Maryknoll: Orbis, 1989.
- _____, *Encountering the West: Christianity and the global culture*. Maryknoll: Orbis, 1993.
- Wink, Walter. *Engaging the Powers: discernment and resistance in a world of domination*. Minneapolis: Fortress Press, 1996.
- Zahniser, A. H. Mathias. *Symbol and Ceremony: making disciples across cultures*. Monrovia CA: MARC, 1997

Magazines and Articles

- Hiebert, P., R.D. Shaw and Tite Tienou. "Responding to Split-Level Christianity and Folk Religion." *International Journal of Frontier Missions* 16:4 (Winter 1999/2000): 173-182.
- Langmead, R. "The Multicultural Vision in Christian Mission." *South Pacific Journal of Mission Studies* 23 (April 2000): 1-6.
- Schrotenboer, P. G. "Christ and Culture." *Evangelical Review of Theology* 22:4 (October 1998): 316-336.
- Swerdlow, Joel L. "Global Culture." *National Geographic Magazine* 196:2 (August 1999): 2-33.

Websites

- <http://www.cia.gov/cia/publications/the-world-factbook/index.html>
- <http://www.missionreview.com>
- <http://www.religiontoday.com>
- <http://www.sil.org>