

Course ID:	Course Title:	Spring 2024
MI 511	Cultural Anthropology for Intercultural Ministry	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online	Instructor:	Wes Thiessen, PhD, QMed	First Day of Class:	May 10, 2024
Days:	Fri/Sat, May 10, 11, 24,25 June 7,8	Email:	wthiessen@ambrose.edu	Last Day to Add/Drop:	May 10, 2024
Time:	Fri: 18:30 – 21:30; Sat: 09:00 – 16:00	Phone:	403-708-9807	Last Day to Withdraw:	June 8, 2024
Room:	Online – Zoom	Office:	n/a	Last Day to Apply for Coursework Extension:	June 30, 2024
		Office Hours:	By appointment via Zoom	Last Day of Class:	June 8, 2024

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>.

Zoom Link: One Zoom meeting room will be used for the six classroom sessions. You can find the [Zoom room here](#). In the event you are unable to use the link, the following information will get you to the Meeting room and you will be admitted once in the lobby: Meeting ID: 818 3953 6233, Passcode: 227149.

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*. Fourth Edition. WW Norton & Company, 2023.
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. (optional depending on requirements choices. See below.)
Wiilams, Joseph S. (2023). *Caravans of Splendor: Navigating Identity on My Journey with Jesus and Muslim Friends*. MOF Publishing. [Muslim world]

Course Schedule

The Course will generally follow this topic schedule according to these dates:

Friday, May 10 6:30 pm – 9:30 pm

Introduction
Syllabus
Cross-cultural Devotional
Families – **KINSHIP**
Anthropological Reading
Ethnic Group Focus - TN

Saturday, May 11 9:00 am – 4:00 pm

ETHNOGRAPHIC STUDY
CULTURE
LANGUAGE

Friday, May 24 6:30 pm - 9:30 pm

RACE
Ethnic Group Focus –
POLITICS of POWER

Saturday, May 25 9:00 am – 4:00 pm

GENDER AND SEXUALITY

CLASS AND INEQUALITY

Friday, June 7 6:30 – 9:30 pm

RELIGION

ART AND MEDIA

Saturday June 8 9:00 am – 4:00 pm

HEALTH, ILLNESS and the BODY

FOOD

GLOBALIZATION and its IMPACT on CULTURE

Requirements:

MI 511	% Weight	Due Date	Submission Method
ALL REQUIRED			
Text Reading – a full reading of the course text.	10	Two weeks after last day of class	Moodle
Additional Reading – assigned reading from the accompanying reader.	10	Three weeks 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
Ethnographic Project	40	Six weeks after last day of class	Moodle
Daily Journal/Reflection paper 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, both from the extra texts as required reading, *The Unspoken Gospel*, and *Caravans of Splendor*. Each book report should be no longer than 3 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.

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 by end of day Monday May 13. 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-page 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

Letter Grade
A+

Description

% Equivalent
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 – MI511- Additional Ethnographic Books

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* (2nd 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]
- Wiilams, Joseph S. (2023). *Caravans of Splendor: Navigating Identity on My Journey with Jesus and Muslim Friends*. MOF Publishing. [Muslim world]

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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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.

Off Campus:

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