

Syllabus for  
**ANT 203 CULTURAL ANTHROPOLOGY**

**PURPOSE**

This course is an introduction to Cultural Anthropology, the "science that studies humanity." It provides students with an introductory understanding of the theories, perspectives, and skills of Cultural Anthropology, which are valuable to anyone living in the cultural mosaic of our world today. It is the first course in the ethnographic training sequence offered at Toccoa Falls College [Cultural Anthropology → Applied Ethnography → Religious Belief Systems → Field Internship → Anthropological Research Project].

**PROGRAM LEARNING OUTCOMES ADDRESSED IN THIS CLASS**

(Note: numbers correspond to the learning objectives of the IDEA assessment tool.) Through courses in the general education core, students will be:

- LO 1. Gaining factual knowledge of the history, literature, and science, etc. of Western culture. Cultural anthropology is a social science that began in the Western academy [E].  
LO 8. Developing a clearer understanding of and commitment to personal biblical values [I].

**COURSE / STUDENT LEARNING OUTCOMES**

*ANT 203 is designed to:*

1. Familiarize students with basic concepts and theories in cultural anthropology [01.2].
2. Increase student awareness of cultural diversity, assisting them to evaluate diverse life-ways, norms and values as valid alternatives to those that students accept without question in their society [01.2].
3. Assist students to discover the meaning of cultural variations as a *starting point* for the communication of the gospel into a group different from their own [3.03].

**REQUIRED TEXT**

Grunlan, S. A., & Mayers, M. K. (1988). *Cultural anthropology: A Christian perspective* (2nd ed.). Grand Rapids, MI: Zondervan Publishing House.

Salzman, P. C. (2001). *Understanding culture: An introduction to anthropological theory*. Prospect Heights, IL: Waveland Press, Inc.

## REQUIREMENTS

*You should:*

1. Read assignments from the textbook *prior to class* on the dates scheduled. Periodic Reading checks may be made at any time and these grades add or deduct from your semester average.
2. Four journal Reading Reports must be typed and handed in according to the schedule. *[Outline and specific requirements are be listed below.]*
3. Fifteen Research Readings must be done and reviewed on the short form attached.
4. Five unit tests must be completed satisfactorily by end of the semester. *[Further information is given on testing procedures later in the syllabus.]*

## EXAMINATIONS, GRADING, AND ATTENDANCE

The schedule for general areas of coverage in this course is included below. Class attendance is expected and required. Three tardies equals one unexcused absence [you are tardy if you enter after class roll has been taken]. More than three (3) unexcused absences will deduct 2 points from your final grade.

Late work, if accepted, will lose 10% each week, beginning with the end of the class period on which it is due. Reading reports must be handed in at class time on the due day; if you work ahead, you will have it ready on the due date *[have a friend hand it in if you are absent]*. Sickness, etc., is not an excuse for late work.

### Grading is as follows:

1. Four unit tests (100 points each)	400 points	67.0%
2. Final exam	125 points	21.0%
3. Four journal reading projects (12.5 points each)	50 points	8.0%
5. Fifteen research readings & report	25 points	4.0%
<b>Total</b>	<b>600 points</b>	<b>100.0%</b>

NOTE: Extra credit is available for students receiving test grades below 90. Five points extra credit may be earned by reading one book from a bibliography given in class and writing an extra reading report as outlined in this syllabus. This is to be handed in before the next exam. Only one extra reading reports may be written per exam.

## JOURNAL READING

During the semester, each student is required to hand in four (4) journal reports based on the attached form. Reading may be in any area of special interest to you which is found **in the assigned journals**. If the articles are short, several may be read and noted on your report (*title, author, volume, number, pages*), but one should be selected for the report. Your report must be typed neatly, single spaced, and grammatically correct *[content is most important, but all of these areas will be considered in grading]*. A minimum of 1 hour reading, with 2 hours total minimum for reading and writing. These reading reports serve several purposes:

1. They introduce you to anthropology-related journals, both Christian and secular.
2. They allow for reinforcement of concepts and terminology you are learning in class.
3. They expose you to professional writing in the style you will use to write similar articles.

## [Reading Report Sample]

NAME: \_\_\_\_\_

P.O. BOX: \_\_\_\_\_

SUBJECT: Cultural Anthropology

MAJOR: \_\_\_\_\_

REPORT NUMBER: \_\_\_\_\_

DATE TURNED IN: \_\_\_\_\_ [date this report is due]

TIME READING: [At least 1 hour minimum]

TIME WRITING: [For a total of at least 2 hours with reading]

BIBLIOGRAPHY: *[sample]* "A Marijuana-Based Income for the Ngombe Church?" by Bradley Hill, *EMQ*, vol. 26, no. 1, Jan. 1990, pp. 38-45.**SUMMARY OF READING:**

*[sample]* In the opening part of this article, the author seeks to give his readers a broad description of culture. He says that culture is "the total life way of a people, the social legacy the individual acquires from his group," (p. 38). Bradley Hill goes on to say that culture is an abstraction. We do not see "culture," but we see the "regularities in the behavior or artifacts of a group that has adhered to a common tradition," (p. 39). He says that "culture is a set of techniques for adjusting both to the external environment and to other men," (p. 41). The author gives specific examples, such as the case of a man whose biological background was out of place in the United States, at home in China. In the last part of the article, he applies the concept of culture to our contemporary world and its needs.

**POINTS OF AGREEMENT/DISAGREEMENT/SPECIAL INTEREST:**

*[sample]* The author's non-Christian approach helped me to better understand how different the secular world view is even in my own culture. I agree with the author's statement that the study of culture helps man to understand himself and his own behavior. It also helps us to understand the *whys* and *wherefores* of other cultures. Secondly, I agree with the author's bit of advice for missionaries: "The missionaries would get further if they said in effect, 'Look, our morality starts from different assumptions. Let's talk about those assumptions,' rather than ranting about morality," (p. 42). I disagree with the philosophy that the "concept of culture carries a legitimate note of hope to troubled man," (p. 43). The author believes that the atrocities of the German and Japanese people were the result of cultural imperfections and could have been avoided by "planfully" changing the cultures. This is easy to say in retrospect. However, he avoids the basic problem of man—his innate sinful nature. This is the part that must be changed to bring a permanent halt in the cruelty of man-to-man.

**CONCLUSION:**

*[sample]* The more I read of diverse cultures, the more I realize the importance of understanding differences. This reading and others has broadened my understanding of the problems cross-cultural workers face when going to a strange culture. It has even helped in my adjustment from having come from living in the North to living in the South, as well as in my interacting on campus with people from other cultures. I can see that we all have a common point of need, with many similarities/differences.

**RESEARCH READING**

In addition to the four journal readings, the following articles should be read. These fifteen articles are for your enrichment and need only to be read and reported according to the form on the last page. Copies are on reserve in the TFC Library:

1. "The World is Too Much With Us," by Wm. Smalley *in Readings in Missionary Anthropology*, by Wm. Smalley [ed.], pp. 245-251.
2. "Reciprocity in Identification," J. Loewen, *in Culture and Human Values*, by J. Loewen [ed.], 1975, pp. 27-42.
2. "Approaches to the Evangelization of Muslims" by John M. Terry, *in Evangelical Missions Quarterly*, vol. 32, no. 2, Apr. 1996.
4. "Polygamy, Economy, and Christianity in the Eastern Camerouns," by Wm. Reyburn *in Readings in Missionary Anthropology*, pp. 65-83.
4. "Anthropological Study and Missionary Scholarship," by William Smalley *in Readings in Missionary Anthropology*, pp. 3-13.
5. "Lone Ranger: Yes or No?" by Howard Norrish *in Evangelical Missions Quarterly*, vol. 26, no. 1, Jan. 1990, pp. 6-12.
7. "Boomers, Busters and Missions," *in Evangelical Missions Quarterly*, January 1997.
8. "On Sharing the Wealth Philippine Style," by D.E. Douglas *in Practical Anthropology*, vol. 19, no. 5, pp. 207-213.
9. "Religion, Drives, and the Place Where it Itches," from *Culture and Human Values*, by J. Loewen, pp. 3-26.
10. "Crossing Cultural Frontiers," William Reyburn, *in Practical Anthropology*, Nov-Dec, 1968, pg. 249 ff.
11. "Vocabulary and the Preaching of the Gospel," William A. Smalley, *in Practical Anthropology*, July-Aug., 1959.
12. "New Religions for Old...", Eugene Nida *in Practical Anthropology*, vol.18, no. 6, pp. 241-253.
13. "The Choco and Their Spirit World," by J. Loewen *in Culture and Human Values*, 1975, pp. 127-134.
14. "Mariology in Latin America," by Eugene Nida, *in Practical Anthropology*, Vol. 4, no. 3 (1957), pp. 69-82.
15. "Witchcraft and the Gospel: Insights from Africa," by Harriet Hill, *in Missiology*, vol. 24, no. 3, July 1996, pp.323-343.

NOTE: Many of these readings are from older editions of the journals, however, after reading all newer editions, I believe these to be the best for this course. You will have a chance to evaluate them, and if you read articles you believe are better suited, please let me know.

*[The following sample list gives a few titles in the TFC Library that are related to the subject of cultural anthropology. They are given for your information and for those who need resources related to the extra credit report (see syllabus)].*

### BIBLIOGRAPHY

1. 01.2968 A418w Alland, A. WHEN THE SPIDER DANCED: NOTES FROM AN AFRICAN VILLAGE
2. 299.6 B274s Barrett, D. SCHISM AND RENEWAL IN AFRICA
3. 266.01 B386m Beaver, R. P. THE MISSIONARY BETWEEN THE TIMES
4. 341.6 B6761 Bohannan, Paul (ed.) LAW AND WARFARE
5. 301.24 B812r Brady, Ivan A. READER IN CULTURE CHANGE
6. 301.29549 Brow, James. VEDDA VILLAGES OF ANURADHAPURA: THE HISTORICAL ANTHROPOLOGY OF A COMMUNITY IN SRI LANKA
7. 781.71 C518m Chenoweth, Vida. MELODIC PERCEPTION AND ANALYSIS: A MANUAL ON ETHNIC MELODY
8. 200.954 C526p Chethimattam, John B. PATTERNS OF INDIAN THOUGHT
9. 266.6 D544b Dickson, Kwesi and Paul Ellingworth. BIBLICAL REVELATION AND AFRICAN BELIEFS
10. 301.21 S986 Dolgin, J., David S. Kemnitzer, & David M. Schneider (eds.) SYMBOLIC ANTHROPOLOGY
11. 301.2 D735i Douglas, Mary. IMPLICIT MEANINGS: ESSAYS IN ANTHROPOLOGY
12. 390 D735p Douglas, Mary. PURITY AND DANGER: AN ANALYSIS OF THE CONCEPTS OF POLLUTION AND TABOO
13. 301.2964 D993i Dwyer, Daisy Hilse. IMAGES AND SELF-IMAGES MALE AND FEMALE IN MOROCCO
14. 301.62 E23d Edgerton, Robert B. DEVIANCE: A CROSS-CULTURAL PERSPECTIVE
15. 301.2972 E48n Elmendorf, Mary Lindsay. NINE MAYAN WOMEN: A VILLAGE FACES CHANGES
16. 266.82 E59m Enns, Arno. MAN, MILIEU AND MISSION IN ARGENTINA
17. 916.46 F364s Fernea, Elizabeth Warnock. A STREET IN MARRAKECH
18. 301.208 F699c Ford, Clelland S. (ed.) CROSS-CULTURAL APPROACHES: READINGS IN COMPARATIVE RESEARCH
19. 572.072 F864m Freilich, Morris (ed.) MARGINAL NATIVES AT WORK: ANTHROPOLOGISTS IN THE FIELD
20. 323.1196 G449a Gibson, Richard. AFRICAN LIBERATION MOVEMENTS
21. 301.24 G649c Goodenough, Ward H. COOPERATION IN CHANGE

22. 301.201 G567s Glucksmann, Miriam. STRUCTURALIST ANALYSIS IN CONTEMPORARY SOCIAL THOUGHT
23. 301.2954 G977m Gupta, G. R. MARRIAGE, RELIGION, AND SOCIETY TRADITION AND CHANGE IN AN INDIAN VILLAGE
24. 301.21 A512f Hammel, E. A. (ed.) FORMAL SEMANTIC ANALYSIS
25. 301.412 H225w Hammond, Dorothy and Alta Jablow. WOMEN IN CULTURES OF THE WORLD
26. 301.2 H251m Hanson, F. Allan. MEANING IN CULTURE
27. 301.29627 H761n Holy, L. NEIGHBOURS AND KINSMEN: A STUDY OF THE BERTI PEOPLE OF DARFUR
28. 266.87 J33c Jank, Margaret. CULTURE SHOCK
29. 301.361 K32m Kemper, Robert. MIGRATION AND ADAPTATION: TZINTZUNTZAN PEASANTS IN MEXICO CITY
30. 301.29667 Kilson, M. AFRICAN URBAN KINSMEN: THE GA OF CENTRAL ACCRA
31. 230.0959 K88w Koyama, Kosuke. WATERBUFFALO THEOLOGY
32. 301.24 K93c Kroeber, Alfred L. CONFIGURATIONS OF CULTURE GROWTH
33. 309.1562 M196L Magnarella, P. J. TRADITION AND CHANGE IN A TURKISH TOWN
34. 301.298 M4681 Mayers, Marvin. A LOOK AT LATIN AMERICAN LIFESTYLES
35. 301.2995 M4976 Meggitt, Meriyn. BLOOD IS THEIR ARGUMENT: WARFARE -- NEW GUINEA
36. 301.412 M566b Mernissi, Fatima. BEYOND THE VEIL
37. 301.35 N474c Netting, Robert. THE ECOLOGICAL APPROACH IN CULTURAL STUDY
38. 301.298 N664u Nida, Eugene. UNDERSTANDING LATIN AMERICANS
39. 301.352 P867L Potter, Jack. THAI PEASANT SOCIAL STRUCTURE
40. 253 P958g Prior, Kenneth F. W. THE GOSPEL IN A PAGAN SOCIETY
41. 266.6 S559a Shorter, Aylward. AFRICAN CULTURE AND THE CHRISTIAN CHURCH: AN INTRO. TO SOCIAL AND PASTORAL ANTHROPOLOGY
42. 301.24 S849t Steward, Julian H. THEORY OF CULTURE CHANGE: THE METHODOLOGY OF MULTILINEAR EVOLUTION
43. 301.412 5899w Strathern, Marilyn. WOMEN IN BETWEEN: FEMALE ROLES IN A MALE WORLD

NOTE: Use the bibliography in the textbook for further sources, many of which are in the TFC Library.

**FALL 2008 COURSE OUTLINE**(GM) Grunlan and Mayers  
(PA) Practical Anthropology(EMQ) Evangelical Missions Quarterly  
(AE) American Ethnologist  
(SAL) Salzman(MIS) Missiology  
(RR) Research Reading

<b>Day/Date</b>	<b>Topic for the Day</b>	<b>Assignment for the Day</b>
Aug. 24	Introduction to the Course What is Anthropology? Knowledge in Anthropology	Purchase Textbooks
Aug. 31	Generalizing/Models Comprehensive Approach Culture, Society's Mental Map	(GM) Chapter 1 and 2 (SAL) Chapter 1 and 2
Sep. 7	Cross-Cultural Comparison Explanation [Evolution / Functionalism] Explanation [Functionalism #2]	(GM) Chapter 3 and 4 (RR) #1 "The World Is Too..." (RR) #2 "Reciprocity..."
Sep. 14	<b>TEST #1</b> <b>(Text Chapters 1&amp;2 + lectures)</b> <i>"An Ecology of the Mind"</i> [PBS] Structural Analysis [Theory]	<b>Bring SCANTRON Sheet 200</b> (SAL) Chapter 3-5 (GM) Chapter 5 (RR) #3 "Approaches to the..." (RR) #4 "Polygamy, Economy..."
Sep. 21	Form/Meaning #1 Form/Meaning #2 / Review Social Groups & Institutions	<b>DUE: Reading Report #1 (PA)</b> (RR) #5 "Anthropological..." (SAL) Chapter 6 and 7
Sep. 28	<b>TEST #2 (Chapters 3-5 + lectures)</b> Group Dynamics Kinship, Marriage & Family	(RR) #6 "Lone Ranger..." (GM) Chapter 8 (SAL) Chapter 13
Oct. 5	Forms of Residence Descent Systems Marriage Restrictions / Review	<b>DUE: Reading Report #2 (MIS)</b> (RR) #7 "Boomers, Busters..." (RR) #8 "On Sharing Wealth..." (GM) Chapter 9 and 10
Oct. 12	<b>TEST #3 (Chap 8-10 + lectures)</b> <i>"Strange Relations"</i> [PBS] Political Organization	(RR) #9 "Religion, Drives..." (RR) #10 "Crossing Cultural..."
Oct. 19	<b>FALL BREAK!!</b>	
Oct. 26	Economic Organization Political/Economic Organization	(GM) Chapters 6 and 7
Nov. 2	Life Cycle #1 Life Cycle #2	<b>DUE: Reading Report #3(EMQ)</b> (RR) #11 "Vocabulary and..." (RR) #12 "New Religion and..."
Nov. 9	Worldview Intro. & <i>"WV Boutique"</i> Worldview #2 / Review <i>"Astrology"</i> [PBS]	(GM) Chapter 11 (RR) #13 "The Chaco..." (RR) #14 "Mariology in..."
Nov. 16	<b>TEST # 4 (Ch. 6, 7, 11 + lectures)</b> Introduction to Belief Systems Myth and Ritual	(GM) Chapter 12 (GM) Chapter 13

Nov. 23	Religion and Magic <i>"Dreamtime"</i> [Australian Aborigines] Religious Practitioners	<b>DUE: EXTRA CREDIT</b> <b>DUE: Reading Report #4 (AE)</b> (GM) Chapter 14 (RR) #15 "Witchcraft..." (SAL) Chapter 13
Nov. 30	Spirits and Mana Review / A North American Worldview <i>"Peace Child"</i>	(GM) Chapter 15 <b>DUE: Reading Report for 15</b> <b>(RR) Articles</b>
Dec. 7	<b>FINAL TEST (Ch. 12-15 + lectures)</b>	Bring <b>100</b> Answer Scantron

Name \_\_\_\_\_  
Date \_\_\_\_\_

P.O. Box \_\_\_\_\_  
E-Mail \_\_\_\_\_

**READING REPORT FOR RESEARCH ARTICLES**

*Directions: For each assigned reading, put the last name of the author, brief title, number of pages, time reading and, most important, your evaluation of the article. Give your comments/impressions as to what you thought about the quality and relevance of the article in relation to what you are learning in this course.*

<u>Title</u>	<u>Author</u>	<u>Number of pages</u>	<u>Time Reading</u>	<u>Evaluation</u>
1. _____	_____	_____	_____	_____
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Any additional comments about readings: \_\_\_\_\_  
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