

Please note. This is essentially the course syllabus and schedule that we will follow. However, there may be some tweaks and even some changes. Also, the course schedule may change throughout the semester in response to the pace of the course, although I hope to keep that to a minimum. My intention is to be responsive to the dynamics of the course with the unique group of students who make up the course.

All that to say that this syllabus is somewhat tentative at this point. :-)

See you Tuesday February 2!

Bill Selvidge



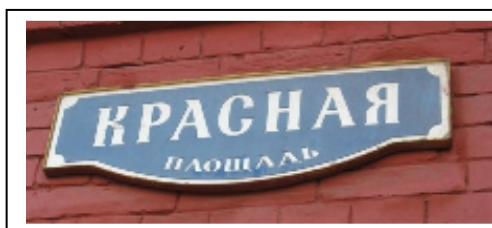
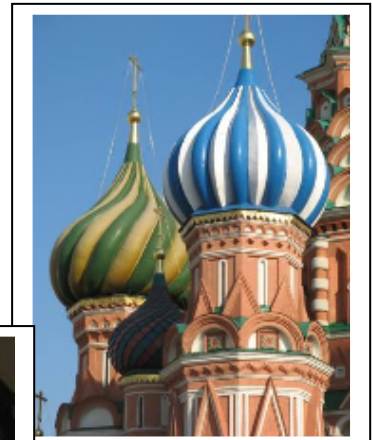
Nazarene Theological Seminary

1700 East Meyer Boulevard, Kansas City, Missouri 64131 • 816-268-5400

www.NTS.edu

MSS 530 Cultural Anthropology 2010 Spring Semester

Bill Selvidge, Instructor



Essential (as well as helpful) Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available under the syllabus link in the Moodle course. Additional information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Arts in Intercultural Studies Program Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Moodle support information. Be sure that your email address listed for you in Moodle is current.
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- A Handbook for Inclusive Language

The NTS Library has approximately 300 titles that are available as e-books. At least one of the readings for this course is available as an e-book, and is identified as such in the Course Schedule. In order to access the Library e-books you must first create a free account.

To create a free NetLibrary log-in, go to the NTS Library page on the NTS website <http://www.nts.edu/library>. Under LINKS click on [NetLibrary account setup](#). Follow the instructions to enter your NTS Library ID number and PIN. If entered successfully this will take you [Database Menu](#). Click on [NetLibrary](#) in the upper left corner and continue to follow instructions from that point.

moodle

Nazarene Theological Seminary uses Moodle.com as its Internet-based course management system. The NTS Moodle website provides guides to help you in the fullest and most efficient use of Moodle. The Moodle administrator is also available to assist you in the use of Moodle. The administrator may be contacted at <http://support.nts.edu>.

Be sure that the email address that you have listed in Moodle is current. (NTS faculty and staff cannot be responsible for communications you have missed due to an out of date email address, or your failure to check your Moodle account in a timely way.)

Instructor Information

Instructor: Bill Selvidge, DMiss

(biographical information can be found at <http://www.nts.edu/dr-bill-selvidge>)

Direct office phone: 816-268-5492

Edress: bselvidge@nts.edu

Catalog Description

An introduction to cultural anthropology. The nature of culture and cultural universals; the study of structure, customs and world view. (NTS Catalog, 85)

Course Narrative and Rational

Christian ministry occurs within the context of the peoples of the world and their cultures. Christian ministers throughout the world find their context of ministry increasingly cross-cultural. With the increasing movement of peoples from their places of origins to the urban centers of the world (large and not so large) for business, education, due to genocide and oppression, as well as for opportunity, an understanding of peoples and their cultures is fundamental to the task of participation in the *missio Dei*. From the earliest revelation, God's concern for all the peoples of the world is evident. This course introduces the student to the social science of cultural anthropology and one of its major research tools, ethnographic research. These are explored in order to help the student understand how they may help in the task of cross-cultural ministry.

Program Outcomes

While the full range of objectives/outcomes of the MA in InterCultural Studies degree program is always the background against which the courses of the program are carried out, this course particularly focuses on objectives 2. and 3. (Please see the *NTS Catalog* page 49 for the program objectives.)

2. Graduates will demonstrate the integration of theological convictions and cultural sensitivity in order to foster individual and social transformation.
3. Graduates will demonstrate sensitivity to cultural and ethnic diversity for building relationships in multicultural contexts.

Course Outcomes

Upon successful completion of the course, you should be able to:

1. Understand and articulate the approach of the social science of anthropology and be conversant with its basic terms.
2. Understand the concept of "culture" and the relationship between culture and the individual.
3. Understand the fundamental nature of worldview and its impact on culture as well as the individual.
4. Recognize underlying similarities as well as the range of variability of human culture.
5. Gain a cross-cultural perspective against which to view your own culture, as well as with which to appreciate other cultures.
6. Understand factors involved in cultural change.
7. Have broadened the foundation of concepts and understanding upon which to build a cross-cultural perspective of Christian theology and ministry.

Church of the Nazarene COSAC Competencies

COSAC is the Course of Study Advisory Committee. These are the required competencies for ordination in the Church of the Nazarene which this course addresses, although only partially in some instances.

- CP 15 Ability to think globally and engage cross-culturally for the purpose of mission
 CX 5 Ability to describe and interpret the relationship between culture and individual behavior

- CX 6 Ability to understand, appreciate, and work sensitively to explain the nature of cultures and sub-cultures
- CX 7 Ability to identify and apply the principles of cross-cultural communications

Required Texts

1. Kottak, Conrad Phillip. *Mirror for Humanity: a Concise Introduction to Cultural Anthropology*. New York: McGraw Hill, 2010. ISBN #978-0-07-353104-5 (You may want to refer to Kottak's fuller introduction to cultural anthropology: *Cultural Anthropology*, 13th ed. New York: McGraw Hill Companies, 2009.)
2. Hiebert, Paul G., and Eloise Hiebert Meneses. *Incarnational Ministry: Planting Churches in Band, Tribal, Peasant, and Urban Societies*. Grand Rapids: Baker, 1995. (9-78-0-8010-2009-4)
3. Sarah A. Lanier, *Foreign to Familiar: a Guide to Understanding Hot- and Cold-Climate Cultures*. Hagerstown, Maryland: McDougal Publishing, 2000. ISBN 1-58158-022-3.

Course Outline

(See also the Course Schedule that begins on page 6 of the syllabus)

Week 1 – February 2

Course Introduction.

Topic: Why Study Anthropology for Christian Witness?

Unit 1 – Weeks 2-3 - February 9-16

Topic: What is Anthropology?

Unit 2 – Week 4 – February 23

Topic: Culture and Worldview

Unit 3 – Week 5 – March 2

Topic: Ethnicity and Race

Unit 4 – Week 6-7 – March 9 - 16

Topic Language and Communication, Contextualization

Unit 5 – Week 8 – March 30

Topic: Political Systems

Unit 6 – Week 9-10 – April 6-13

Topic: Kinship and descent

Unit 7 – Week 11 – April 20

Topic: Globalization

Week 12 – April 27

Insights from student research

Week 13 – May 4

Insights from student research (final exam session)

Course Assignments

All written assignments are to be submitted through Moodle. Please see the course schedule below, starting on page 6.

Resources for the course include the reading of texts and other materials, course lectures, group work, and personal reflection. There are two principle texts plus supplemental readings.

1. An introductory text from the social science field of cultural anthropology.
2. An integrative text by a highly recognized missiologist and anthropologist, who helps the church in mission to understand the limitations of the social sciences, particularly cultural anthropology, in the mission of the church, but also helps us learn how to utilize the insights and tools of anthropology for the benefit of the Christian mission.

In summary, course assignments consist of the following:

1. Quizzes on the text by Kottak, *Mirror for Humanity: a Concise Introduction to Cultural Anthropology*. The quizzes will be objective and seek to help you become conversant with the basic vocabulary of cultural anthropology.
2. Written reflections/responses to chapters in Kottak and journal articles. These are intended to challenge you to consider new points of view, and to help you integrate concepts and theses with your experience, forming you in Christian ministry.
3. The development of a family descent diagram based on your own family that will provide you with a tool to help you understand kinship relationships and become familiar with how cultural anthropologists classify kinship and descent.
4. A limited ethnography as a semester project to introduce you to the most useful and widely used tool in cultural anthropology. Through ethnographic research the researcher develops tools to learn *from* people rather than learning *about* people. This is an important first step understanding people of the world in relationship to the contextualization of the gospel.

Policy Regarding Late Work

Students are strongly encouraged to keep pace with the reading and assignments of the course. Late work will be reluctantly accepted but with penalty. If submitted within two days of the posted schedule the penalty will be 20% of the possible grade for that assignment. After two days through seven days the grade will be reduced by 50%. No assignment will be accepted past seven days beyond the due date. Exceptions are: hospitalization (yours) or the death of a close friend or family member that requires you to leave town. (Exception will be made for your own death but a request for exception must be submitted at least 48 hours prior to the event.) No assignment will be accepted past the last day of the regular classes for the semester, April 30.

Course Grading

Please see "Quality of Work", point 8. Under Academic Policies in the NTS Student Handbook. <http://www.nts.edu/student-handbooks1>.

The following criteria are employed in evaluation and grading:

- "A" (100-90)** The student engages with excellence all aspects of the course as shown by attendance, promptness (including submission of assignments), and class discussion and involvement. Written work is superior in every way – writing is clear, essentially without errors in form, grammar, syntax, word usage, spelling, etc. Content evidences careful reflection, insight, and originality.
- "B" (89-80)** The student's engagement with all aspects of the course (as described in "A") is above average. Writing is generally clear, with few errors of form grammar, syntax, spelling, word usage, etc. Content evidences careful preparation and meets the expectations of the assignment.

"C" (79-70) The student's engagement with the course (see "A") is average. Written assignments are adequate, but may have errors. Content is adequate, meets the minimum expectations of the assignment, but lacks insight and originality.

"D" (below 70) The student hardly engages the course and most assignments are below average. Writing is poor, marred with frequent errors. Content evidences lack of insight or lack of understanding of assigned materials.

"F" The student fails to do satisfactory work. Work evidences haste, lack of careful preparation, lack of basic understanding of the assigned material or of the purpose of the assignment.

Course grade components

1. Kottak Quizzes		20%
Week 1 – Kottak Chap 1	5%	
Week 6 – Kottak Chap 11	5	
Week 8 – Kottak Chap 4	5	
Week 12 – Kottak Chap 7	5	
2. Chapter/article reflections		20
Kottak – participant observation	5	
Kottak – enculturation	5	
Paris – race and ethnicity	5	
Whiteman/Hiebert - contextualization	5	
3. Family Descent diagram		20
4. Ethnography – weekly assignments		15
Week 3 – Friendly conversation	2	
Wk 4 – public observation	3	
Wk 5 – "tell me about . . . "	5	
Wk 6 – structural and contrast questions	5	
Wk 7 – ethnography topic	s/u	
5. Ethnography – final project		<u>25</u>
		100%

Course Schedule

Please note: This is the schedule that we will follow. However, it may be altered during the course of the semester in response to the dynamics and pace of the course. Any changes will be announced ahead of due dates.

Week 1 – February 2

Course Introduction.

Topic: Why study anthropology for Christian witness?

Week 2 (February 9)

Unit 1-1 What is anthropology?

Topic: What is Anthropology?

Introduce ethnographic research

Quiz: Kottak Chapter 1, What is Anthropology? A brief, multiple choice quiz on the content of this chapter will be given at the beginning of class. The quiz will cover the following points.

- A. Be familiar with the terms on p. 22
- B. Be familiar with the following:
 1. Understand what is meant by the statement that anthropology is the holistic and comparative study of humanity.
 2. What are the four primary types of human adaptation?
 3. Understand why race is a discredited concept in human biology.
 4. What are the four subfields of American anthropology.
 5. What distinguishes ethnography and ethnology?

Reading:

Kottak, Mirror.

About the Author, Preface, Chapter 1 What is Anthropology?

Lanier, Foreign to Familiar:

Intro, Chapters 1-3

Whiteman, Darrell L. Anthropology and Missiology: The Incarnational Connection. *Missiology*. 31 no. 4 (October 2003): 397-415. Assignment: pp. 397-403, 406-410 (Pages 403-406 relate the development of the journals for missiology and anthropology. Although they provide excellent historical information, they may be omitted for this assignment.)

Assignments for today:

Lanier, Foreign to Familiar,

Read: Preface, Introduction, Chapters 1-3

For *each* of the first three chapters write a paragraph responding to how you have observed what Lanier is describing (or how your observation is different from hers). Be prepared to discuss some of your observations with the class. Submit these three paragraphs through the assignments of Moodle not later than midnight (11:55pm) of February 8 (the day before class).

Whiteman, "Anthropology and Mission: The Incarnational Connection."

In the section 'The Incarnational Connection' beginning on page 407, Whiteman insists that the Incarnation serves as the reason, not just pragmatically, but *theologically* for the necessity of anthropology informing the Christian mission. How does he support his argument? May we as Christians become this closely connected to anthropology based as it is on certain assumptions that we typically do not accept as Christians? Be prepared to explore these issues in class discussion.

Week 3 (February 16)

Unit 1-2 What is anthropology?

Topic: What is Anthropology?

Reading:

Kottak, Mirror.

Chapter 3 Ethics and Methods

Chapter 12 Applying Cultural Anthropology

Assignments for today.

1. **④ ethnography** assignment (due by 11:55pm last night 2/15 through Moodle assignment): Report on a friendly conversation. *Instructions:* Based on our work in the first class session, observe yourself in a friendly conversation. Prepare field notes that include: Date, time, context (location, setting), two verbatim exchanges, and your evaluation of how your experience relates to Spradley's points. How your experience gives you understanding of yourself and others. Approximately one page typewritten summary report plus field notes. Field notes are to be submitted in rough (handwritten) form.

2. **Kottak** (Due by 11:55pm last night 2/15 through Moodle assignment). Respond to the follow in a 2 page written response.

Chapter 3, Ethics and Methods

- Consider the role of the *participant observer*. Relate an experience where you have been in a culture at least somewhat different from your own, but have been involved long enough to begin to ask the kinds of questions that are different from what a tourist might ask.
- How long must a person be in a context before being qualified as a *participant* observer?
- Give an example of the difference in this setting between an *emic* and an *etic* observation.

Chapter 12, Applying Cultural Anthropology

- Should a mission/missionary be considered under the category of applied anthropology? How, or in what way?

Week 4 (February 23)

Unit 2 Culture

Topic: Culture and Worldview

Reading:

Kottak, Mirror.

Chapter 2 Culture

Lanier, For to Fam,

Chapters 4-6

Assignments for today.

© **ethnography**. Go to a public place such as a fast food restaurant(hamburger joint, Panera) or an inside mall. What do you observe, what do you *experience*? What do you see, hear, smell? What are people doing? Are there patterns to what they do? Are there any differentiations in the people you see and what they do? Describe your observations in 400 words. (Include the *context* of your observations: place, time, length of the observation. Did you stay in one spot or walk around? Did you interact with any of the people you observed?) Be ready to present some of your observations in class group discussion. Post on Moodle by midnight (11:55pm) February 22.

Kottak, Chapter 2 Culture. (Due by 11:55pm last night 2/15 through Moodle assignment). Respond to the follow in a 2 page written response.

1. Note the differences between enculturation and acculturation. Give an example of each from the experience of your own life.
2. When did you begin to be aware that not everyone does things the same way you have been taught to do them, or the ways to understand the world?
3. Give an example of your own ethnocentrism that has produced either tension or conflict. How did you resolve this and what did you learn from it?

Lanier, Chapters 4-6. (no written assignment)

Consider these chapters in Lanier as you reflect on the assignment (above) from **Kottak**.

Week 5 (March 2)

Unit 3 Ethnicity

Topic: Ethnicity and Race

Guest in class: Dr. Ron Benefiel discussing issues of ethnicity in Kansas City.

Reading:

Kottak, Mirror.

Chapter 11 Ethnicity and Race

Mana Lumumba-Kasongo, "My Black Skin Makes My White Coat Vanish" *Newsweek*, April 3, 2006. 20.
 Paris, Jenell Williams. 2007 *Race: Critical Thinking and Transformative Possibilities. This Side of Heaven: Race Ethnicity, and Christian Faith*, ed Robert J. Priest and Alvaro L. Nieves, New York: Oxford University Press. 19-32. (This book is available through the NTS Library as an e-book on NetLibrary. You must first create a free account in order to use NetLibrary. See instructions at the beginning of this syllabus.)

Please note. Chapter two that follows Paris's chapter may also be of interest to you (but is not required for this course.) Meneses, Eloise Hiebert. 2007. Science and the Myth of Biological Race. *This Side of Heaven: Race Ethnicity, and Christian Faith*, ed. Robert J. Priest and Alvaro L. Nieves, 33-46. New York: Oxford University Press.

Assignments for today.

© **ethno** assignment due today: Follow-up on previous assignment using structural and contrast questions.

Jenell Williams Paris, *Race: Critical Thinking and Transformative Possibilities*. In 700 words respond to the following. Submit this response through Moodle Assignments by midnight (11:55pm) Monday March 1 (the day before class).

A thesis statement is, "Indeed, race is real, but it is a social construction not automatically given by biology." (20) Illustrate how this is counter to the thinking of many (most) people. Give a specific example of how adopting this thesis would make a difference in the life of the society of which you are currently a part.

Respond to how Paris's chapter has challenged, reinforced, or otherwise informed your own understanding of racial categories and their development. What are some of the racial assumptions with which you have been enculturated?

Paris speaks of one's comfort zone in considering race. Describe the boundaries of your comfort zone. What can you do, or what are you doing, to abolish the racial boundaries of your own comfort zone?

Week 6 (March 9)

Unit 4-1 Language and Communication

Topic: Language and Communication

Guest in class: Missionary Daniel Psuate (Balkans – Slovenia)

© **ethno** assignment due today:

- Follow-up on Week 5 assignment (Learn from an informant using the "tell me about . . ." methodology) but this time use structural and contrast questions.
- Identify the group/person who will be the focus of your larger ethnography. Submit through Moodle by 11:55pm today.

Quiz. Kottak: Chapter 11 Ethnicity

Reading:

Kottak, Mirror

Chapter 4 Language and Communication 64-88

Lanier, For to Fam,

Chapters 7-8

Pani, D. D. 2005. The Devastating Role of Cultural Bigotry in Our Outreach to Hindus. *International Journal of Frontier Missions*. 22 no. 22 (2005 Summer): 57-68.

Riggins, Jill. "Expressing Complex Thoughts in a Small Vocabulary." Reflection paper, 2004.

Assignments for today:

1. Respond to the article by D.D. Pani (listed above) in an essay of 500 words according to the guidelines that follow. Submit this essay through Moodle Assignments by midnight March 8 (the day before class.) Guidelines for this essay.
 1. Identify the author's thesis (cite where his thesis is found).
 2. How does the author support this thesis? How does the author's argument develop?
 3. Respond to the author's thesis and argument theologically and missiologically.
2. Lanier

Be prepared to discuss in class examples of both high- and low-context cultures that you have experienced.

Week 7 (March 16)

Unit 4-1 Language and Communication

Topic: Contextualization

Guest in class: Kelvin St. John – Translation into Poqomchi indigenous language (Guatemala)

Reading:

Kottak, Mirror

Chapter 4 Language and Communication 64-88

Whiteman, Darrell L. Contextualization: The theory, the gap, the challenge. *International Bulletin of Missionary Research*. 21, no. 1 (January 1997):2-7.

Assignments for today:

Prepare a paper of 500 words in response to Whiteman's article, and submit it by midnight (11:55pm) March 15 (the day before class). Include the following:

1. What is the author's thesis?
2. Note briefly the three functions of contextualization.
3. How does good contextualization foster, rather than hinder, denominational growth?
4. How do you respond to Whiteman's article?

Reading and Research Week - March 22-26

Week 8 (March 30)

Unit 5 Political Systems

Topic: political systems

Quiz: *Kottak*: Chapter 4 Language and Communication. The quiz will be based on the terms on page 88.

Reading:

Kottak, Mirror

Chapter 5 – Making a Living

Chapter 6 – Political Systems

Hiebert and Meneses, Incarnational Ministry

Introduction, Chapter 1 Theoretical Foundations

Assignments for today:

© **ethno** assignment due today: Submit written update on ethnographic project by 11:55pm today through Moodle.

Hiebert: IM

On pages 23-25 the authors describe status and role.

1. Name as many statuses as possible that you occupy during a 'typical' week.

2. On page 122 Kottak further identifies statuses as *ascribed* and *achieved*. Identify which of the statuses you occupy are achieved and which are ascribed.
3. Then, how many roles can you associate with those statuses?
4. Finally, try to develop a diagram that combines statuses and roles that you have identified. Do any of the roles associated with different statuses contain some of the same people? If so, how do the roles change with different people?

Present your findings in approximately two pages and submit this summary through Moodle Assignments by midnight (11:55pm) Monday March 29. For the lists of statues and roles you may use bulleted points. If you find it difficult to diagram in your word processor, this assignment may be done in a combination of digital and hand written form. If done this way submit the assignment in hard copy at the end of class on Tuesday morning.

Week 9 (April 6)

Unit 6-1 – Kinship and Descent

Topic: Kinship and Descent

Reading:

Kottak, Mirror

Chap 7 Families, Kinship, and Marriage

Chap 8 Gender

Hiebert, IM:

Chapter 2 Band Societies, Chapter 4 Tribal Societies

Assignments for today: no assignments for today (extra consideration given for the preparation of the family descent diagram).

Week 10 – (April 13)

Unit 6-2 Kinship and Descent

Topic: Kinship and Descent

Reading:

Kottak, Mirror

Chap 7 Families, Kinship, and Marriage

Chap 8 Gender

Hiebert, IM:

Chapter 6 Peasant Societies, Chapter 8 Urban Societies

Assignments for today:

Family descent diagram.

Prepare a family descent diagram using standard family descent diagram symbols, listed in the appendix of the syllabus. (For the standard symbols see also Kottak, *Cultural Anthropology*, 13th ed. p 259 (255-263) Diagram four generations of your family, including your own generation, with *ego* clearly identified on your diagram. Label each person with their name and any other information you choose to include (such as dates of birth/death, marriages, etc.). These diagrams will be shared with the class. (This assignment may be submitted in hard copy if it is not convenient to put it in electronic format.)

In your own family as well as those of the other students look for examples of the following:

- Changes from generation to generation
- Lineal relatives
- Collateral relatives
- identify parallel cousins

- identify cross-cousins

Week 11 (April 20)

Unit 7 – Globalization

Topic: Peoples on the Move

© **ethno** assignment due today: Final written ethnography due by 11:55 pm (Moodle)

Reading:

Kottak, Mirror:

Chap 10 – The World System and Colonialism

Hiebert, IM,

Chapter 9 – The Church in Urban Societies, Chapter 10 Incarnational Ministries

Roger McCrummen, "What Is an 'Illegal Alien?'" Roger's Immigration Blog: Thoughts on immigration reform and U.S. immigration policy and politics, entry posted January 25, 2008, http://roger-immigrationblog.blogspot.com/2008_01_01_archive.html.

Assignments for today:

How does "What is an 'Illegal Alien?'" in Roger McCrummen's Blog challenge your understanding of US immigration issues? Be ready to identify issues surrounding US immigration, including issues of the attitude and response of Christians and the church. To what extent are the issues surrounding U.S> immigration similar to or different from global immigration issues?

Week 12 (April 27)

Topic: Insights from Student Research

Quiz Kottak: Chapter 7 Families, Kinship and Marriage.

The quiz will be based on the terms on page 166.

Week 13 (May 4)

(Final Exam period)

Topic: Insights from Student Research

Bibliography

1. Books

The following books may be helpful in some of the areas studied in this course.

Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, Illinois: InterVarsity Press, 2006.

Grunlan, Stephen A. & Marvin K. Mayers. *Cultural Anthropology*. Grand Rapids: Baker, 1987.

Hiebert, Paul G. *Anthropological Insights for Missionaries*. Grand Rapids, Baker Books, 1985.

Hesselgrave, David J. *Communicating Christ Cross-Culturally*. Grand Rapids, Zondervan, 1978.

_____. *Missiological Implications of Epistemological Shifts: Affirming Truth in a Modern/Postmodern World*. Harrisburg, Penn.: Trinity Press International, 1999.

- _____. Hiebert, Paul G. & Frances F. Hiebert. *Case Studies in Missions*. Grand Rapids: Baker, 1987.
- Hunsberger, George R., and Craig Van Gelder, eds. *The Church between Gospel and Culture: The Emerging Mission in North America*. Grand Rapids: William. B. Eerdmans Publishing Company, 1996.
- Kohls, Robert L. and John M. Knight. *Developing Intercultural Awareness: A Cross-Cultural Training Handbook*, 2nd ed. Yarmouth, Maine: Intercultural Press, 1994.
- Kottak, Conrad Phillip. *Cultural Anthropology*, New York: McGraw-Hill, 2006.
- Kraft, Charles H. *Anthropology for Christian Witness*. Maryknoll: Orbis Books, 1996.
- _____. *Christianity in Culture: A Study in Dynamic Biblical Theologizing in Cross-Cultural Perspective*. Maryknoll, N.Y.: Orbis Books, 1979.
- _____. *Culture, Communication and Christianity*. Pasadena: William Carey Library, 2001.
- Kras, Eva S. *Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers*. Boston: Intercultural Press, 1995.
- Levine, Robert. *A Geography of Time: the Temporal Misadventures of a Social Psychologist, or How Every Culture Keeps Time Just a Little Bit Differently*. New York: Basic Books (Harper Collins Publishers), 1997.
- Luzbetak, Louis J. *The Church and Cultures: New Perspectives in Missiological Anthropology*. Maryknoll, N.Y.: Orbis Books, 1988.
- Mayers, Marvin K. *Christianity Confronts Culture*. Grand Rapids: Zondervan, 1974.
- Niebuhr, H. Richard. *Christ and Culture*. San Francisco: Harper Collins, 1951.
- Pollock, David C. and Ruth E. Van Reken. *The Third Culture Kid Experience: Growing Up Among Worlds*. Yarmouth, Maine USA: Intercultural Press:1999.
- Priest, Robert J., and Alvaro L. Nieves, *This Side of Heaven: Race, Ethnicity, and Christian Faith*. Oxford: Oxford University Press, 2007.
- Nussbaum, Stan. *A Reader's Guide to Transforming Mission*. Maryknoll, NY USA: Orbis Books, 2005. (A concise, accessible, companion to David Bosch, *Transforming Mission: Paradigm Shifts in Mission Theology*.)
- Salzman, Carl Philip and Patricia C. Rice, eds. *Thinking Anthropologically: a Practical Guide for Students*. 2nd ed. Upper Saddle River, New Jersey USA: Pearson Prentice Hall, 2008.
- Shaw, R. Daniel R., and Charles E. Van Engen. *Communicating God's Word in a Complex World: God's Truth or Hocus Pocus?*. New York: Rowman and Littlefield Publishers, 2003.
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2007.

2. Journal articles

The following journal articles may be helpful in some of the areas studied in this course.

Paul G. Hiebert, "Critical Issues in the Social Sciences and Their Implication for Mission Studies"
Missiology XXIV 1:65.

Meneses, Eloise Hiebert, and John E. Stapleford. Defeating the Baals: Balanced Christian Living in Different Cultural Systems. *Christian Scholar's Review*. XXX, no. 1:83-106.

Yoshiyuki Billy Nishioka "Worldview Methodology in Mission Theology: A Comparison between Kraft's and Hiebert's Approaches" *Missiology*, XXVI:4, 457.

James Peacock, "Anthropology and Missionaries" *Missiology*, XXIV 2:163. An editorial that briefly reviews the history of the use of anthropology by missionaries.