

**Assemblies of God Theological Seminary
MHTM/MCSM 643 ANTHROPOLOGY AND COMMUNICATION
IN THEOLOGICAL PERSPECTIVE
COURSE SYLLABUS**

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**June 8-12, 2009
1:00-5:00, 6:00-10.00 p.m.**

COURSE DESCRIPTION

This interdisciplinary course is designed to study from a theological/missiological perspective the principles of cultural anthropology and intercultural communication in order to facilitate the emergence of a theology which addresses the complexities of ministry in an intercultural setting.

COURSE OBJECTIVES

At the end of this course, the student should be able to:

1. Recognize his/her cultural presuppositions and values and their impact on the effective intercultural communication of the gospel.
2. Demonstrate a theological understanding of the essential concepts of cultural anthropology and intercultural communication.
3. Identify and discuss the components of culture and various worldviews.
4. Utilize the various disciplines of missiology which facilitate intercultural communication.
5. Develop a personal theology and model for cross-cultural ministry.
6. Articulate a personal commitment to the communication of the gospel to those yet unreached.
7. Develop an integrated communication strategy for reaching a selected group of people with the message of Christ.

TEXTBOOKS

Required textbooks:

Elmer, Duane H. Cross-Cultural Servanthood. Downers Grove: InterVarsity Press, 2006.

Kraft, Charles H. Communication Theory for Christian Witness, Rev. ed. Maryknoll: Orbis, 1994.

Lingenfelter, Sherwood and Marvin Mayers. Ministering Cross-Culturally: An Incarnational Model for Personal Relationships. Grand Rapids, MI: Baker, 1986.

Rogers, Everett and Thomas Steinfatt. Intercultural Communication. Prospect Heights, IL: Waveland Press, 1999.

Shaw, R. Daniel and Charles Van Engen. Communicating God's Word in a Complex World. Lanham, MD: Rowman & Littlefield, 2003.

BASIC OUTLINE (subject to change)

Introduction
Communication and Mission: An incarnational model of ministry
Communication and Culture
Elements of culture
 World view

Cognitive Processes

Linguistic Forms

Behavioral Patterns

Social Structures

Media Influences

Motivational Resources

The priority of frontier evangelism.

Doing theology and ministry in a cross-cultural context: A personal assessment.

Conclusion

METHODOLOGY

Lectures, discussion, video presentation(s), book reviews and interviews.

COURSE REQUIREMENTS

1. Faithful attendance to class (as per the Student Handbook) and participation in discussions/groups.
2. Reading of the required textbooks. A report form provided by the professor must be completed and submitted for each of the following texts: Elmer, Kraft, Rogers and Steinfatt, Shaw and Van Engen. Download form from the student portal or cut and paste from addendum one. **Due June 5.**
3. Personal cultural inventory: Students are to read the Lingenfelter/Mayers text and complete the questionnaire on pages 29-33, the analysis on page 33, and the personal profile graphs on page 34. Based on the results of the profile, write a 2-4 page personal cross-cultural inventory. The paper should show what you learned about yourself, possible explanations or illustrations of your profile, how you have changed from a previous time in your life, the validity of your results, etc. Please address all six areas of the profile, **citing your coordinates. Due June 5.**
4. Prepare a book report form for a missionary biography. Download form from the student portal or cut and paste from addendum one. **Due July 3.**
5. Attend a cross cultural church service and submit a 1-2 page report on the experience which includes the details of the service and communication patterns observed. **Due July 10**
6. Conduct an interview with a person of another culture or missionary and present a written research paper per instructions in addendum two. Based on the information gleaned from the interview, class notes, the assigned reading and other related references, present a paper which develops an integrated communication strategy for reaching the people group represented by the interviewee with the message of Christ include your personal reactions and recommendations. The paper should be 10-15 pages in length, double spaced, 12 point font size and in accordance with Turabian Style or APA formatting. **Due July 24.**

***See Addendum Three for the “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” (The rubric which will be used for the grading of your papers) and Addendum Four for “Tips for Writing Better Papers.”**

****All work must be submitted electronically as Word Document attachments to Valerie Rance at AGTS by e-mail (vrance@agts.edu). PLEASE INCLUDE YOUR LAST NAME AS THE FIRST WORD IN THE FILE NAME.** It is recommended that you submit the work as you complete it to avoid the accumulation of work (and stress) at deadline dates. If you have any questions or concerns, please do not hesitate to ask.

Students with Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Office of Student Services. Contact Student Services, 1435 N. Glenstone Ave, Springfield, MO, 65802, (417) 286-1081 or email:

studentservices@agts.edu. Students are required to provide documentation of disability to Student Services prior to receiving accommodations.

Non-Discriminatory Language. All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they provide more information on non-discriminatory language:

General Principles: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial and Ethnic Identity: <http://www.apastyle.org/race.html>.

Disabilities: <http://www.apastyle.org/disabilities.html>.

Age Discrimination: http://www.randomhouse.com/words/language/avoid_guide.html

GRADING PROCEDURE

1. Class Participation	10%	
2. Book review forms of textbooks (4 @ 5%)	20%	Due June 5
3. Personal cultural inventory	10%	Due June 5
4. Book review form of a missionary biography	5%	Due July 3
5. Cross cultural church service report	15%	Due July 10
6. Interview Research Paper	40%	Due July 24

***NOTE: Professor reserves the right to modify course requirements and grading percentages if deemed necessary.**

GRADING SCALE

A+ (10)		A (96)	100-94	A- (93)	93-90
B+ (89)	89-87	B (86)	86-84	B- (83)	83-80
C+ (79)	79-77	C (76)	76-74	C- (73)	73-70
D+ (69)	69-67	D (66)	66-64	D- (63)	63-60
F	59 or below				

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. make decisions, live and serve according to revealed truth and the will of God
2. develop biblical theology of missions which addresses the contemporary missional context
3. utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. articulate a Spirit driven missiology and praxis
6. identify, exemplify and foment biblical leadership

SPECIFIC DATA

Prepared by DeLonn Rance, March 26, 2009.

INITIAL SELECTED BIBLIOGRAPHY

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Communications

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ADDENDUM 1
Reading Report Form
(This form can be found on the AGTS Portal in Word format)

Highlight and copy the following report form and paste into a new Word Document. From the drop down menu click “Save As.” At the prompt for “File Name” Type your last name, Course Title and the Book Title or Author’s last name (e.g. Doe John - Anthropology and Communication - Book Report for Elmer).

Fill in this report form on one page (1 ½ page maximum) using single spaced Times New Roman 12 pt. font. The report will be graded according to the following scale Credit, Marginal/credit or No Credit. A report graded as marginal will be given credit, but serves as a warning. Subsequent reports will be monitored closely for improvement. If there is no improvement, a grade of No Credit will be given.

Copy from this point forward to the end of Addendum 1:

MHTM MCSM 643
Anthropology and Communication in Theological Perspective
Reading Report Form for (insert here the author and title of book)

1. The major thesis of this book is:

2. List three significant missiological issues related to cross-cultural ministry presented by the book:
 - a.

 - b.

 - c.

3. Quote what you consider the most significant or impacting citation (include page number):

4. Describe why this citation is significant.

5. Would you recommend this book? Why?

6. I have read _____ (#) pages of this book.

For office use only:

Grade to be recorded:

_____ Credit _____ Marginal/credit _____ No Credit

ADDENDUM 2
Interview Guidelines for
Anthropology and Communication in Theological Perspective

Person from another culture being interviewed:

Date of Interview:

Recommended questions (but not limited to):

1. Where were you born and where did you spend the majority of your time while you were growing up?
2. What name do you use to describe your home culture and/or nationality?
3. Describe your courtship marriage rituals (i.e. How does one come to be married?)
4. Describe daily family life in your culture. (i.e. How is an average day lived? When do you rise, eat, and sleep? What do you eat? What are foods unique to your culture? What do you do? What is “work” like? What is school for the children like?)
5. What is the favorite sport or game in your culture?
6. What are the most distinctive characteristics of your culture?
7. Are there any cultural taboos? (i.e. any conduct or activities that are considered offensive or vulgar?)
8. What are the religious practices of the majority of people in your culture?
9. If they are NOT a Christian: What is your perception of Christianity? What influence does Christianity have on your culture? If appropriate, please exercise spiritual discernment: Do you have a prayer request for which we as a class can pray?
10. If they are a Christian:
 - a. When and where did you become a Christian?
 - b. What types of ministries have you been involved with in the country where you serve or where you are from?
 - c. With which church or denomination are you affiliated?
 - d. What is the current state of the church and the spread of the gospel in your land?
 - e. At this time, what are the greatest opportunities open to the church in your country?
 - f. What are the greatest obstacles to be faced?
 - g. If you had to focus your resources on one area of greatest need, what would it be?
 - h. What are the most significant missions or cross-cultural issues in your context?
 - i. Do you have a prayer request for which we as a class can pray?

Any additional observations that the interviewee would like to include:

****Note:** Try to put the interviewee at ease by weaving the questions into an informal dialogue. At the end of the interview be sure to thank the interviewee for his/her time. Assure them that information they wish to keep confidential will be excluded from your report. Let them know that as these interviews are reviewed, we will remember them and their cultural group/country in prayer.

Based on the information gleaned from the interview, class notes, the assigned reading and other related references, present a paper which develops an integrated communication strategy for reaching the people group represented by the interviewee with the message of Christ include your personal reactions and recommendations. The paper should be 10-15 pages in length, double spaced, 12 point font size and in accordance with Turabian Style or APA formatting.

ADDENDUM 3

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student’s writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY 10%					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There’s evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
C. CRITICAL THINKING SKILLS 30%					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
D. BASIC WRITING SKILLS 20%					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

ADDENDUM 4

TIPS FOR WRITING BETTER PAPERS

*The principles below should be applied to the preparation of the papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*
2. Familiarity and interaction with *secondary sources*
3. Logical organization
4. Original analytical reflection
5. Integrity in writing
6. Consistency in following the designated style manual (e.g., APA, Turabian, etc.)

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper
2. Explanation of research methodology for the particular area of study
3. A clear rationale for the grade should be provided through comments written on the paper
4. The weight of the grade based first on the content of the paper, secondly on the mechanics.
NOTE: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then link closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. (Of course, profs remain immune to such temptations!) This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in print. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs and emphasis words (such as “very”) sparingly.
4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts

- (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person's name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person's first name in subsequent references; this would imply that you are a personal friend of the person cited.
 7. Minimize the use of verbs of being: am, is, are, were, and being. They are are are usually overworked. Regular active verbs make stronger sentences.
 8. If in doubt about a long sentence construction, break into two or more sentences.
 9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun "I." Referring to yourself as "this writer" or "this author" or "he or she who scribeth this paper" appears awkward in my estimation. At the same time, avoid using the first person plural ("we," "us," "our") and the second person singular and plural ("you"). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
 10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. ***The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as "stuffers" in the text.***
 11. Documentation: How many references numbers should be used? How many sources listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
 12. The bibliography should be strongly represented in the references notes. Avoid "stuffing" the bibliography with little used resources.
 12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
 13. Use headings, as well as sub-headings (if necessary). Do not use "chapters"; those would be for theses and dissertations.
 14. Proofread the paper carefully and by all means use a spell-check. Have someone else—"THE HONEST FRIEND"—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but don't accept them uncritically.
 15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
 16. Gender inclusive language should always be used except when referring to the members of the Trinity.