

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number BMIS 345 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

BMIS 345 is one of the few ACU courses that focusses extensively and specifically on issue of culture. It is essentially an applied anthropology course. It touches on the important theoretical notions of historical anthropology. It then spends the majority of the course dealing with critical cultural topics such as individualism-collectivism, power and power-distance preferences, culture and language, social structure, race/ethnicity, honor-shame issues, and finally, cultural intelligence and cultural competence in the workplace. The entirety of the course, then, involves cultural ideas and their various expressions withing global cultural contexts. It is an ideal course for the cultural literacy menu.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	—	I	I	I
2.	Description (not affecting content)	A	A	A	I	—	I	I	I
3.	Course term(s)	A	I	A	I	—	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	—	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	—	A	A	I
6.	Course number within the hundred	A	A	I	I	—	I	I	I
7.	Course number beyond the hundred	A	A	A	A	—	A	A	I
8.	Prerequisites	A	A	A	I	—	I	I	I
9.	Course fee(s)	A	—	A	—	—	—	A	I
10.	From U to G or G to U	A	A	A	A	—	A	A	I
11.	Cross-list course	A	A	A	A	—	A	A	I
12.	Department of record	A	A	A	A	—	A	A	I
13.	Close a course	A	A	A	A	—	A	A	I

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14.	New course (includes combining or splitting courses)	A	A	A	A	—	A	A	I
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	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
[3.]	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	BMIS 345 Understanding Culture for Global Service
Terms offered:	Spring
Catalog description:	This course prepares students to reach effectively across the chasm of cultural differences in ways that are loving and respectful. It is an entry-level applied anthropology course, with an eye toward applications of Christian witness, service, and intercultural ministry. The class explores multiple cultural variables through which societies perceive and understand the world.

Course prerequisites:	Prerequisite: BIBL 101 , BIBL 102 (or BIBL 103), and BIBL 211 .
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None.
Other general education menus on which the course appears or you are applying for:	None.

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course is essentially an applied anthropology course. It touches on the important theoretical notions of historical anthropology. It then spends the majority of the course dealing with critical cultural topics such as individualism-collectivism, power and power-distance preferences, culture and language, social structure, race/ethnicity, honor-shame issues, and finally, cultural intelligence and cultural competence in the workplace. The entirety of the course, then, involves cultural ideas and their various expressions withing global cultural contexts.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

Course prerequisites are BIBL 101, 102 (or 103), and BIBL 211. That is, one must have completed the general education Bible course sequence. This course elaborates on the phenomena of culture. It broadens student awareness of how culture functions, how culture is expressed, and especially how the student's own cultural commitments connect with their habits and practices. It deepens and broadens student awareness of cultural as a global and also personal phenomenon. The course is not connected to any profession or particular occupation but focusses on ways that the emerging arena of cultural intelligence/cultural competence is a critical part of a well-prepared ACU graduate to navigate life and work in the 21st century world and workplace.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

- Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
- Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.

- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	WEEK 1: GETTING STARTED & CULTURE BASICS WEEK 2: ANTHROPOLOGY AND CULTURE WEEK 3: UNDERSTANDING AND ENGAGING CULTURE WEEK 4: LANGUAGE AND CULTURE WEEK 5: SOCIAL STRUCTURE, RACE, ETHNICITY, GENDER, AND SEXUALITY

	WEEK 6: ECONOMICS & RECIPROCITY WEEK 7: POWER WEEK 8: RELIGION AND RITUAL WEEK 9- HOFTSTEDE'S CULTURAL DIMENSIONS WEEK 10: HOFTSTEDE'S CULTURAL DIMENSIONS WEEK 11: CQ WEEK 12: CQ WEEK 13: HONOR & SHAME WEEK 14: HONOR & SHAME-SCRIPTURE WEEK 15: LEARNING AND LIVING WITH CULTURE
Outcome B2	Introductory class covering the issue of "ethnorelativism"; also Week 2 class on the history of anthropology and the critical idea of cultural relativity and ethnorelativism
Outcome B3	Use Gerd Hofstede's 6 cultural dimensions as a way of talking about engaging cultural differences in the family, workplace, and church

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	The midterm and final exam will assess all these topics we cover in each of the 15 weeks
Outcome B2	Culture Interview in which I ask students to reflect on how an ethnocentric approach might shape what they learn from another
Outcome B3	Movie Review (where I ask them to evaluate a movie from a different cultural perspective using Hofstede's 6 cultural dimensions framework)

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

UNDERSTANDING CULTURE FOR GLOBAL SERVICE

Abilene Christian University

Spring 2022
BMIS 345
3 credit hours

TR 12:00-1:20
Bible 121

Instructor, Dr. Chris Flanders
Office: Bible Bldg. 302
Office hours: MW 9-10; 1-2; R 2-4; F 9-10
Virtually by appointment

Phone: 674-3742
ACU Box 29441
Email: chris.flanders@acu.edu

I. ACU Mission

The mission of ACU is to educate students for Christian service and leadership throughout the world. In particular, our 21st Century Vision states that we train students to think *critically, globally, and missionally*.

II. Catalog Description

This course prepares students to reach effectively across the chasm of cultural differences in ways that are loving and respectful. It is an entry-level applied anthropology course, with an eye toward applications of Christian witness, service, and intercultural ministry. The class explores multiple cultural variables through which societies perceive and understand the world. Prerequisite: [BIBL 101](#), [BIBL 102](#) (or [BIBL 103](#)), and [BIBL 211](#). May be used to satisfy University Requirements.

Purposes:

1. Increase awareness of one's own cultural commitments
2. Develop attitudes of respect, openness, and curiosity towards cultural differences (*ethnorelativity*)
3. Increase knowledge of different cultural practices (*intercultural awareness*)
4. Develop skills to interact successfully with individuals from cultures different from yours (*intercultural competence*)
5. Consider what global means (particularly as a Christian) and define your own role as a global citizen (*global competence*)
6. Gain facility with basic anthropological tools, theory, and research methods
7. Understand how anthropology and intercultural studies can help us live out our missional calling (*missional competence*)
8. Learn skills for dealing effectively with intercultural conflict

9. Learn skills and strategies for dealing with culture shock and reverse culture shock

TEXTS:

Introducing Cultural Anthropology by Brian M. Howell and Jenell Williams Paris

Cultural Intelligence by David Livermore

Student Learning Outcomes

1- Define and understand major concepts in cultural anthropology

Measure-Pass quizzes and exams

2- Reason from the anthropological perspective

Measure-Reflect via movie reviews, ethnography, food & culture projects

3- Gain facility with the ethnographic method and participant observation

Measure-Do an ethnography

4- Gain intercultural competence (CQQ) and ICC self-awareness

Measure-Take the *CQ Assessment*, *Social Games Inventory* and reflect on categories

Measure-Participate in class activities

Assignments:

- 1 Learning Community **Ethnography**
- 1 Learning Community **Food & Culture project**
- 10 Learning Community **Discussion Questions**
- **Movie review**
- **Cultural Interview**
- 10 ICA **quizzes**
- **Mid-Term Exam**
- **Final Exam**

To earn a grade of "D" for this class you must:

- Pass 6 LC DQs

- Have an average for the Learning Community Food & Culture project, the Learning Community Ethnography, the Mid-Term Exam, and the Final Exam of 60 or higher
- Pass 3 ICA quizzes (a grade of 7 or higher)

To earn a grade of "C" for this class you must:

- Pass 7 LC DQs
- Have an average for the Learning Community Food & Culture project, the Learning Community Ethnography, the Mid-Term Exam, and the Final Exam of 70 or higher
- Pass 5 ICA quizzes (a grade of 7 or higher)
- Do 1 Movie Review OR Do 1 Culture Interview

To earn a grade of "B" for this class you must:

- Pass 8 LC DQs
- Have an average for the Learning Community Food & Culture project, the Learning Community Ethnography, the Mid-Term Exam, and the Final Exam of 80 or higher
- Pass 8 ICA quizzes (a grade of 7 or higher)
- Do 1 Movie Review and 1 Culture Interview

To earn a grade of "A" for this class you must:

- Pass 9 LC DQs
- Have an average for the Learning Community Food & Culture project, the Learning Community Ethnography, the Mid-Term Exam, and the Final Exam of 85 or higher
- Pass 9 ICA quizzes (a grade of 7 or higher)
- Do 2 Movie Reviews
- Do 2 Culture Interviews

COURSE ASSIGNMENTS

LC group activities and projects

For each discrete activity (with the exception of your LC Discussion Questions), I strongly recommend you elect each time a project leader, a scribe, and an editor(s). I also strongly encourage you to create shared Google Docs to use as you construct each assignment.

Each time you submit a graded LC assignment, I will also ask you to submit a team evaluation. These will not be public to the rest of your team and will be your judgment of your LC members' work.

For each member of your LC, evaluate their contribution using a scale of 0-3

- 0=nothing, did not participate or contribute
- 1=below average or the expected contribution
- 2=average or what was expected
- 3=above average or beyond what was expected
- N/A=not applicable

The criteria for evaluation are as follows:

- Completed assigned tasks on time
- Attended group meetings regularly and on time
- Contributed meaningfully to group discussions
- Contributed significantly to the success of the project
- Demonstrated a cooperative and supportive attitude

You will submit an evaluation for each criterion for each member. Something like this:

Chris

- Completed assigned tasks on time-2
- Attended group meetings regularly and on time-3
- Contributed meaningfully to group discussions-2
- Contributed significantly to the success of the project-1
- Demonstrated a cooperative and supportive attitude-0
- Average: 1.6

Cara

- Completed assigned tasks on time-3
- Attended group meetings regularly and on time-3
- Contributed meaningfully to group discussions-3
- Contributed significantly to the success of the project-3
- Demonstrated a cooperative and supportive attitude-3
- Average: 3.0

If you average 1.75 or lower you will receive a 50% reduction from your group grade. If you average 2.5 or higher, you will receive a 10% bonus. If you fail to

evaluate your LC members for an assignment, you will personally receive a 50% reduction from your group grade.

Learning Community Ethnography & Learning Community Food & Culture Project- see Canvas for description.

Movie review: choose a movie to view from the choices I list below (if you wish to choose your own movie, please see me for approval prior to watching the movie. Upon watching these, comment upon various aspects of culture that appear different from your own cultural understandings and commitments. Specifically, analyze your movie through the framework of Hofstede's 6 cultural dimensions from class discussions. Also include any examples of cultural ritual, and cultural symbols you find. Be sure to compare the movie with your own cultural experiences and personal cultural frameworks. Your review should be between 2-3, double-spaced pages.

Foreign movie options:

Crazy Rich Asians--Singapore/US

Manabí--Senegal

Bad Genius – Thailand

Memories of Underdevelopment--Cuba

Obstinate Memory--Chile

El Norte—Guatemala/U.S.

Gandhi—India/Western world

My Family—Latino/U.S.

Raise the Red Lantern--China

Once Were Warriors—Maori of New Zealand

Ju Dou--China

Mississippi Masala—Race relations in the U.S.

South

Salaam Bombay!-India

The Secret of Roan Inish--Ireland

Dim Sum--China

City of God—Brazil

Citizen Dog—Thailand

My Big Fat Greek Wedding--Greek/US

A Thousand Years of Good Prayers—

Farewell My Concubine—China

Guelwaar—Senegal

Hoop Dreams—Inner city USA

The Joy Luck Club—Chinese USA

Jo Dou---China

The Story of Qui Ju—China

Strawberry and Chocolate—Cuba

Tampopo—Japan

To Live—China

Walkabout—Aboriginal Australia

The White Balloon--Iran

Gibbeh--Iran

The Seven Samurai-- Japan

Babette's Feast--Scandinavian cultures

Mission Kashmir—India

Parasite—South Korea

Course Policies

Disclaimer: I reserve the right to modify the content or order of particular classes, depending upon need. Assignments and exams, however, will always be due on the date noted in the course schedule

ANTI-HARRASMENT POLICY: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

ADA POLICY: ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodations, please feel free to contact the ACU Student Disability Services Office (a part of Alpha Scholars Program). In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations. Call extension 2667 for an appointment with the Director of Disability Services. The link to that brochure is: <http://www.acu.edu/academics/trio/alpha/documents/Alpha%20Faculty%20Brochure%20Nov08.pdf>

ACADEMIC INTEGRITY POLICY:

1. Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy,

the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature.

2. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of the first-year program, dean of campus life, director of student judicial affairs, director of residence life education and academic departments.

Non-Discriminatory Language Policy: Many people (including this professor) no longer find the terms "man," "men," and "mankind" acceptable as generic designations. Such exclusive language, though once normative in English, alienates a substantial group of people. As Christians desiring to support biblical human equality, we must avoid unnecessarily exclusive language that is discriminatory. This is true for both the church and the academy. I take it as a given, then, that followers of Jesus should lead in challenging harmful patterns of language even when such inflicts harm unconsciously and without intention. Therefore, all work you submit for this class *must* use non-discriminatory language.

Late and poor-quality work: I expect you to perform as professionals. In the work place work needs to be excellent and punctual. So too, in this class, failure to complete an assignment shall result in an automatic failure for that assignment. In other words, *I do not accept late work*. In the event of a real emergency or an unexpected situation you cannot turn an assignment in on time, please contact and we'll see what we can do.

The habits you develop here shall go a long way toward predicting your success in the "real world," especially in missions, church planting, and every type of intercultural service. So, always do a great job on your work. Excellence matters! It matters to God, and it matters to others.

Questionable or offensive material: Some material, particularly in the movies you will choose to watch, may be offensive. If you have objections, or wish to discuss possible alternate assignments, please speak with me and we will attempt to work something out.

Make-up work: I shall arrange make up exams/quizzes in the case of an emergency (a *real* emergency). Otherwise, you miss an exam or a quiz, or assignment, you earn a 0.

Withdrawals: You, the student, must initiate a withdrawal from the course by completing and signing a "Withdrawal from Class" form, and submitting it to your advisor. Notifying me or stopping attendance **does not** withdraw you.

ATTENDANCE

If a student accrues more than **nine "absences"** (20% of the class), that student will receive an "F" as a final grade.

PERFECT ATTENDANCE BONUS: There is a special bonus for any student that has perfect attendance. If you have perfect attendance, you do not need to take the Final Exam. You may replace the Final Exam grade with the midterm test grade. Also, if you have perfect attendance, you may take your Final Exam grade and retroactively apply it to your midterm grade.

COURSE SCHEDULE AND TOPICS OUTLINE

*N.B.: Readings listed are to be read **for that day/week**. Similarly, assignments listed are due **on that day**. DQs are due Tuesday midnight with responses due Wednesday midnight.

ICA= *Introducing Cultural Anthropology* by Howell and Paris
CI= *Cultural Intelligence* by Livermore

WEEK 1: GETTING STARTED & CULTURE BASICS

8/24 DQ 1 due

8/26 ICA Chpt. 2; CI Chpt. 1

WEEK 2: ANTHROPOLOGY AND CULTURE

ICA Chpts. 1 & 11; CI Chpts. 4 & 5

8/31 DQ 2 due

9/2

WEEK 3: UNDERSTANDING AND ENGAGING CULTURE

ICA Chpts. 12

9/7

9/9 LC Ethnography due

WEEK 4: LANGUAGE AND CULTURE

ICA Chpts. 3; CI Chpt. 7

9/14 DQ 3 due

9/16

WEEK 5: SOCIAL STRUCTURE, RACE, ETHNICITY, GENDER, AND SEXUALITY

ICA Chpt. 4 & 5

9/21 DQ 4 due

9/23

WEEK 6: ECONOMICS & RECIPROCITY

ICA Chpt. 6

9/28 DQ 5 due

9/30

WEEK 7: POWER

ICA Chpt. 7

10/5

10/7 **Midterm**

WEEK 8: RELIGION AND RITUAL

ICA Chpt. 9

10/12 **DQ 6 due**

10/14

WEEK 9- HOFSTEDE'S CULTURAL DIMENSIONS

10/19 **DQ 7 due**

10/21

10/22 FALL BREAK

WEEK 10: HOFSTEDE'S CULTURAL DIMENSIONS

Take Social Games Inventory

10/26 **DQ 8 due**

10/28

WEEK 11: CQ

Take CQ assessment; CI Chpts. 9-12

11/2 **DQ 9 due**

11/4

WEEK 12: CQ

CI Chpts. 13-15

11/9 **DQ 10 due**

11/11

WEEK 13: HONOR & SHAME

11/16

11/18

11/19 **LC Food & Culture project**

WEEK 14: HONOR & SHAME-SCRIPTURE

11/23

11/25 No class- THANKSGIVING

WEEK 15: LEARNING AND LIVING WITH CULTURE

[Culture Shock](#) (read all 3 sub-entries, viz., "About Culture Shock," "Re-Entry Shock," "Factors to Adjusting")

11/30

12/2 **Movie review due**

FINISH!

Tuesday 12/7 **FINAL EXAM (10:00-11:45 am)**

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