

CHP/MSS 6613 CULTURAL COMPETENCIES/AS
ASHLAND THEOLOGICAL SEMINARY
 Spring 2022, January 10-May 5, Ashland
 Class meets Jan 21-22; Feb 18-19; Mar 18-19; Apr 22-23
 F: 6:00PM-9:00PM, S: 8:00AM-4:00PM
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I. Course Description

This course emphasizes the idea of culture as it uses the disciplines of cultural anthropology, cross-cultural communication, and sociology to help students develop cultural competencies that will inform how they practice ministry in the multi-cultural context of a given ministry setting. The course emphasizes cultural knowledge, cultural awareness, and cultural encounters. The course utilizes case studies, self-assessment, and participant observation.

Further Description

This course gives those serving in multi-cultural ministry settings the knowledge and the skills to assess culture and adjust to it. To this end, students study culture, sociology, communication theory, and the ethnographic method. The learning is grounded in students' awareness of their cultural make-up. They will critique how their culturally informed attitudes and values influence how they connect with others in a cross-cultural context.

II. Student Learning Outcomes

As a result of this course, students will be able to:

1. Not assessed
2. Not assessed
3. a. Describe one's social location and tell how it influences ministry engagements.
 b. Analyze social stratification so one can understand the social construction of race and gender in the United States
 c. Apply corporate culture insights to ministry contexts.
 d. Properly employ anthropological vocabulary
4. Apply biblical, theological, and sociological reflection to the cross-cultural context.
5. Not Assessed
6. Inform the cross-cultural ministry setting with ethnographic skill sets.

III. Course Requirements

A. Textbooks and Other Materials

Emerson, Robert M., Rachel Fretz, and Linda Shaw. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago, IL: University of Chicago Press, 2011. 978-0-226-20683-7 Students may also buy the 1995 edition if it is cheaper. A free electronic copy is available at: <https://www.border-crossings.eu/downloads>.

Howell, Brain M., and Jenell Williams Paris. *Introducing Cultural Anthropology: A Christian Perspective*. Grand Rapids, MI: Baker Books, 2011. 978-0801038877

Kotter, John P. and James L. Heskett. *Corporate Culture and Performance*. New York: The Free Press, 2011. 978-1451655322

Recommended Texts

Richardson, Don. *Peace Child: An Unforgettable Story of Primitive Jungle Treachery in the 20th Century*. 4th ed. Ventura, CA: Regal Books, 2005. 978-0764215612 (Full free edition available on Google Books.)

Cultural Anthropology Tutorials by Dennis O'Neil of Palomar College in San Marcos, CA provides a book of helpful information related to all aspects of anthropology. You may view the tutorials at <https://www2.palomar.edu/anthro/tutorials/cultural.htm>. The readings are a short introduction to each main area of cultural anthropology.

B. Assignments/Assessment of Student Learning

1. Evidenced Based Approaches to Spiritual Competencies reflection – This is a multipart question. Delineate the parts of your answer.

Read Anderson, Robert G. “The Search for Spiritual/Cultural Competency in Chaplaincy Practice: Five Steps That Mark the Path.” *Journal of Health Care Chaplaincy* 13, no. 2 (2004): 1–24. https://doi.org/10.1300/j080v13n02_01 or <http://proxy.ashland.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=jss&AN=27707002&site=ehost-live>

Include the following: A. an introductory section that summarizes the main ideas of the paper. B. What is spiritual/cultural competencies? C. Why are they important? D. What is his five-step approach? Identify and describe each step. E. Finally, evaluate the article. 3 pages

2. Personal Cultural Assessment – Foundation. Complete a personal cultural assessment, as a foundation to understanding culture on a personal level. Students will also do a cultural competence assessment. Students will share this with their class mates. The tool will be distributed to the students. P/F

3. Social Structure Essay – This is a multipart question. Delineate the parts of your answer.

A. After reading chapter 3 of Howell and Paris (Social Structure and Inequality in Race, Ethnicity, and Class), define social stratification, social structure, social inequality, social fact, and social construction. B. When considering social stratification, what is the relationship between the social construction and social fact? Demonstrate your answer by applying it to caste, tribe, class, ethnicity, or race. For example, how is race a social construction? C. Since a social construction is not based on biology, can you imagine a post-race society in which race ceases to be a human descriptor? D. What does your theology teach you about social stratification in church; e.g., rich – poor, Jew – Greek, and young – old? Note the scriptures that have informed your theology.

4. Sex and Gender Essay – This is a multipart question. Delineate the parts of your answer.

A. After reading Howell and Paris chapter 4 (Gender and Sexuality), define the social construction of gender. B. What is gender determinism. C. What is the relationship between biological sex and gender identity? D. Analyze the following statement: People are born with a sexual drive, not a sexual identity. E. If gender identity is a part of a socialization process, should a society attempt to steer people into acceptable gender categories? F. What does your theology teach you about sex and gender? Note the scriptures that have informed your theology.

5. Ethnography paper. Each student will write an ethnography. The professor will provide guidelines and instruction for this assignment. It is recommended that students review *Ethnographic Fieldwork A Beginner's Guide* by Jan Blommaert and Dong Jie at <https://www.border-crossings.eu/downloads> This 45-page publications will walk you through the process of doing an ethnography.

6. Corporate Culture Essay – This is a multipart question. Delineate the parts of your answer.

A. After reading *Corporate Culture and Performance*, define corporate culture. B. What are the various types of corporate cultures? C. How do leaders change corporate cultures? D. How should the understanding of corporate culture influence how you do ministry in the ministry setting you desire to enter?

The following links may help you: Watch “What Is Corporate Culture” at <https://www.youtube.com/watch?v=gfcoigz1xs> “5 Simple Ways to Assess Company Culture” *Engage: The Employee's Engagement Blog*, September 9, 2020. <https://www.achievers.com/blog/5-simple-ways-assess-company-culture/> and Kathy Miller. “Assessing Organizational Culture Made Simple.” *Forbes Magazine*, October 14, 2019. <https://www.forbes.com/sites/kathymillerperkins/2019/10/12/assessing-organizational-culture-made-simple/?sh=5a77a64a34cc>

7. Examinations. Each class will include a brief vocabulary quiz. To prepare for the quizzes, you must review the vocabulary terms at the end of each chapter of the Howell and Paris book.

8. Peace Child Book Report (extra credit) It is highly recommended that you read Richardson's *The Peace Child*. Every student who has ever read this book has been informed and transformed by it. It brings cultural anthropology to life as you are enabled to enter into the story. Four pages. Up to five points of extra credit.

C. Calculation of Grade and Connection of Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Personal Cultural Assessment P/F	3a	10
Evidence Based Approaches	4	10
Social Structure Essay	3b, 4	10
Sex and Gender Essay	3b, 4	10
Ethnography Paper	6	30
Corporate Culture Essay	3c	10

Examinations	3d	20
Optional Book Report	3a, 3b, and 4	Up to 5 pts extra credit

IV. Course Schedule

Reading Key: H=Howell and Paris, and E=Emerson, K= Kotter

<i>Week/Session #</i>	<i>Date(s)</i>	<i>Lecture/Topic</i>	<i>Readings/Assignments</i>
1	Jan 21	Intro/Why Anthropology	H 1 & 11
2	Jan 22	Concept of Culture	H 2, Vocab Exam
3	Jan 22	Cultural Assessment/ Discovery activity	Submit Evidence Based Approaches to Spiritual Competencies reflection
4	Feb 18	Ethnography and Linguistics	H 3, E 1 Submit Personal Cultural Assessment
5	Feb 19	How to Write an Ethnography	E 2-7, Vocab Exam
6	Feb 19	Concept of Religion	H 9
7	Mar 18	Material Culture, Economic Systems	H 6
8	Mar 19	Family Structure/Social Systems	H 8, Vocab Exam
9	Mar 19	Social Constructs, the Meaning of Race and Gender	H-4, E 8, Submit Social Structure essay
10	Apr 22	Social Control	H 7, Submit Sex and Gender essay, Submit Ethnography
11	Apr 23	Globalization and Culture Change	H 10, Vocab Exam
12	Apr 23	Corporate Culture and Organizational Behavior	H 11, K whole book, Submit Corporate Culture essay, Submit Optional Extra Credit Book Report

V. Recommendations for Lifelong Learning

I Recommend that students attend the guild meeting of American Society of Missions. For further study, please consult the research data bases that are linked to the Ashland Library homepage. You may locate full journal articles on a variety of anthropological issues. Also, Cultural Anthropology: Journal of the Society for Cultural Anthropology has a virtual edition of their publication at <http://www.culanth.org/?q=node/376>.

The seminary library has the following periodicals related to cultural anthropology and communications: Books and Culture, Dharma Deepika, Guide to Social Science and Religion in Periodical Literature, Journal for the Scientific Study of Religion, Journal of Communication and Religion, Journal of Religion in Africa, Journal of Religious Studies, Journal of Theologies and Cultures in Asia, Ohio journal of Religious Studies, Perspectives in Religious Studies, Religious Studies, Religious Studies and Theology, Religious Studies Review, Review of Religious Research, and Worldview. Also, recommend the Journal Anthropos.

VI. Selected Bibliography or References

Some of the following books are available on Google Books or other online sources. Also, note the many links in the syllabus. Each offers excellent reference material.

Alvesson, Mats. *Understanding Organizational Culture*. Thousand Oaks, CA: SAGE Publications, 2002.

Dodd, Carley H. *Dynamics of Intercultural Communication*. Boston, MA: McGraw Hill, 1998. (This is a classic introduction that is used by most secular universities.)

Ember, Carol R. and Melvin Ember. *Cultural Anthropology*. Englewood Cliffs, NJ: Prentice Hall, 1993.

Heider, Karl G. *Seeing Anthropology: Cultural Anthropology through Film*. Boston, MA: Allyn & Bacon, 2001.

Hiebert, Paul. *Cultural Anthropology*. Grand Rapids, MI: Baker Book House, 1983. Hiebert was a missionary anthropologist who specialized in tribal societies.

Kraft, Charles. *Anthropology for Christian Witness*. Maryknoll, NY: Orbis Press, 1996.

Langness, L.L. *The Study of Culture*. Novato, CA: Chandler & Sharp Publishers, Inc, 1993.

Martin, Joanne. *Organizational Culture: Mapping the Terrain*. Thousand Oaks, CA: SAGE Publications, 2002.

McGee, R. Jon and Richard Warms, eds. *Anthropological Theory: An Introductory History*. Mountain View, CA: Mayfield Publishing Company, 1996.

Nida, Eugene A. *Customs & Cultures: Anthropology for Christian Missions*. New York: Harper & Row Publishers, 1954.

Welch, Robert L. and Luis A. Vivanco. *Cultural Anthropology: Asking Questions about Humanity*. New York: Oxford Press, 2021.

Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	

D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

D. Attendance Reporting:

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

E. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

F. Writing and Communication Center (WCC)

The Writing and Communication Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified consultants can advise you online or in person. For more information [click here](#).

- Receive one-on-one feedback from an WCC graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to www.ashland.mywconline.com (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at amulitcenter@ashland.edu.

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>