

**NORTHWESTERN COLLEGE**  
**Cultural Anthropology – ANT 2045**  
Spring 2012

Professor: David Fenrick  
Tuesday, Thursday: 10:45 a.m. – 12:30 p.m.  
Classroom: RSC-392

Office: G-111  
Hours: T, TR, 3:00-5:00 p.m.  
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*“Go to the people, live among them,  
learn from them, love them.  
Start with what they know,  
build on what they have.”*

*~ Old Chinese Proverb*

I. **Adventures in Learning** (Course Description):

*The best kind of learning is learning how to learn.*

This course is a wholistic, comparative approach to the study of human culture, with specific application to Christian evangelization and mission. Topics include cultural diversity and adaptive strategies, language, marriage and kinship, religious beliefs and rituals, politics, economics, art, types of groups, social change, and issues of culture contact and cultural survival. The course is designed to prepare us for work and Christian service within other cultures. Thus a critical view of cultural anthropology as it relates to theology will lead us to our main concern, and that is missiology – the study and practice of God’s mission in the world. We will make a conscious effort to maintain a “discussion” between anthropology, theology, and missiology. Through this learning process, we will be challenged, inspired, and empowered to reflect missiologically on our cross-cultural participation in God’s mission in the world.

II. **Am I at Risk?** (Course Rational):

In a word – “Yes!”

*The Word became a human being and lived here on earth among us,  
full of unfailing love and truth.*

*~John 1:14*

From before the beginning (Genesis 1), our God has been in mission, reaching out in self-giving, other-embracing love to God’s creation (John 1 & I John 1). We call this the *missio Dei*, the mission of God, to remind us that it is not our mission, nor does mission belong to the church. It is God’s mission! How God does mission is best understood in the sending of Jesus the Christ (Ephesians 2:11-15). As the Father sent the Son, and Jesus sent the Holy Spirit, so we are sent (John 20:21). It is in the life of Jesus here on earth, the incarnation, that we most clearly see our example for mission: Jesus emptied himself, came to live among us, developed relationships, learned the local language and

culture for 30 years, and then began to preach about the Kingdom of God (Matthew 4:17; Luke 4:43) and perform acts of mercy and justice (Luke 4:18-21) that the people saw as signs and wonders of the presence of God among them (Luke 4:22,32,36). The missional acts of Jesus Christ through the Holy Spirit continued in the apostles, deacons, and others who were called, like Paul and Barnabas. As a result, today we are in contact with Christians from different cultural backgrounds. We are part of a global church as never before. If we are unable to understand what's going on in other cultures we simply impoverish ourselves and our potential for service in the Kingdom of God.

This course will begin to provide a perspective on the world that will help make sense of our cultural differences, as well as understand the Gospel more completely. The aim of this course is to enable and empower a new generation of missionaries to use the tools and insights of cultural anthropology to participate more effectively in God's mission; sharing the Good News of Jesus Christ by positively influencing God's world and pursuing peace with justice in our homes, churches, and communities. The course supports that mission by providing an introduction to the discipline of cultural anthropology in accordance with the values and virtues of the Christian life. Are you ready to cross-cultures and share the Gospel with your neighbors and the world God loves?

III. **What Will Be Accomplished Along the Way? (Course Objectives):**

*Each person and each culture has a unique secret.  
Each is capable of knowing something of God,  
which no one else knows.  
In the meeting of strangers we have the opportunity to  
share that treasure with each other.  
~Bernhard T. Adeney*

1. We will gain a basic understanding of the discipline of cultural anthropology in historic, methodological and theoretical terms.
2. We will use that understanding to think anthropologically and missiologically about everyday situations, as well as cultural difference in various ethnographic contexts.
3. We will learn to articulate the intersection of faith and the anthropological notion of culture in a way that informs our understanding of Scripture, the Church, and the image of God in humanity.
4. We will learn some of the known features of "culture," and the influence of cultural on our interpretation of Scripture, the communication of the Gospel, Christian living, and human relations.
5. We will learn to understand and articulate our own culture(s) and how culture affects our worldview and beliefs, as well as our social, political, family, communication, value, and religious systems... and how these can provide both hindrances and opportunities in cross-cultural missions.

6. We will learn to develop proper knowledge, skills and attitudes in order to understand, appreciate, respect, and celebrate cultures differing from our own, as well as the diversity within the multicultural global Christian community.
7. We will develop increased discernment of the biblical, non-biblical, and neutral elements of cultures, as they relate to living as Christians in a multicultural world.
8. We will demonstrate knowledge of the strategies and skills necessary for thinking missionally, nurturing relationships, and effectively communicating across cultures and subcultures, particularly for intercultural Christian witness.
9. We will strive together to become missional-global Christians, empowered by the Holy Spirit, to live more like Jesus both at home and around the world, thereby being more effective cross-cultural witnesses to the Gospel.

IV. **Adventure Guides** (Required Textbooks):

*The real voyage of discovery consists not in seeking new  
landscapes but in having new eyes.*

*~Marcel Proust*

Required:

Howell, Brian M. and Jenell Williams Paris  
2011 Introducing Cultural Anthropology. Grand Rapids, MI: Baker  
Academic.

Choose **one** of the following:

Olson, Bruce  
1995 [1978] Bruchko. Lake Mary, FL: Charisma House.

Ritchie, Mark Andrew  
2000 [1996] Spirit of the Rainforest. Chicago: Island Lake Press.

Additional resources -- readings, video clips, and audio recordings by anthropologists and missiologists -- will be available on our Moodle course site.

V. **Getting Ready to Jump** (Structure of Course):

*I never let schooling interfere with my education.*

*~ Mark Twain*

My basic educational philosophy is that greater understanding takes place through **active** rather than passive learning. This is especially true in college where you must take greater responsibility for your learning. In other words, YOU are responsible for what you learn in this course. MY responsibility is to facilitate that learning. Therefore, **active participation** will be expected and rewarded. Our learning experience will make use of lectures, videos, guest presenters, classroom and small group discussions, and team projects involving experiential research – ethnographic studies, observant participation, interviews, etc. The course will focus on experiential learning, that is, a

community learning process involving both our “hearts and heads.” We will learn from one another and be in “conversation” with Scripture, authors, researchers, people from other cultures, and missionaries in our community and world. Since we are all co-learners (yes, me too!) and, therefore, dependent on one another, ***your active participation is essential*** for an effective learning community and environment!

VI. The Score (Grading):

***Here is a test to find whether your mission on earth is finished.  
If you are alive, it isn't.***

***~Richard Bach***

1. Interaction Papers and Discussion on assigned readings.	15%
2. Fieldwork Exercises and Field Notes	25%
3. Team Presentation on Case Studies & Participation	15%
4. Anthropological/Missiological Analysis: <i>Bruchko or Spirit of the Rainforest</i>	20%
5. Final Exam	25%
TOTAL	100%

VII. Promises to Keep (Course Guidelines & Requirements):

***Do not wait; the time will never be “just right.” Start where you stand, and work with whatever tools you may have at your command, and better tools will be found as you go along.***

***~Napoleon Hill***

1. *Interaction Papers* on the weekly assigned readings are due at the beginning of class on Tuesdays, unless noted otherwise. They should reflect your “conversation” with the author - expressing new insights and how those insights will be applied to your life and/or Christian witness. Interaction papers must be typewritten. (See form at the end of the syllabus.) These papers will be graded “√+, √, √-” (4, 3, 2 pts.)
  - a. Readings relate to the assigned topic for the class session. Everyone is expected to complete the assigned readings and come to class prepared for discussion. Specific people will be assigned to lead small group discussion on the weekly readings. Class participation is very important for the learning of everyone and a major part of our learning process.
2. *Fieldwork Exercises & Field notes* will be submitted on the days noted in the class schedule. An accurate record of your fieldwork, including date, hours, location, participants, etc., must be kept as part of the field notes. See pages 9-12 at the end of the syllabus for specific directions to the exercises.

3. *Case Studies* will be presented in two or three person teams. Research will be done on the culture represented in the case study. The case, information about the culture, and the team's analysis of the case will be presented to the class. PowerPoint, other audiovisual technologies, and artistic expressions can be used to enhance the presentation. Case study assignments will be handed out during the first week of class. Each student will also submit a 2-page, double-spaced, summary of the case, including analysis/proposals for solution that would be culturally acceptable.
4. *Anthropological/Missiological Analysis*: Write an in-depth anthropological and missiological analysis on either *Bruchko* or *Spirit of the Rainforest*. Both of these books deal a great deal with the cross-cultural proclamation of the Gospel among indigenous peoples in South America. They are not anthropological studies (ethnographies), but they contain a good deal of information regarding the cultures of the peoples involved. You will take some of the anthropological concepts we have studied up to that point in the course and analyze one of these cultures through our anthropological/missiological lens. Analysis papers must be double-spaced, 7-8 pages (plus bibliography), and in the proper writing style and form of Northwestern College. **Due: Tuesday, March 13.**

**\*\*\*Put your MC# on all papers!!!**

#### VIII. Mapping the Adventure:

*Sometimes it is better to travel than to arrive.*  
~Robert M. Pirsing

Completed readings and assignments must be turned in by the due dates. Late work will not be accepted.

CLASS SESSIONS	DAY	TOPICS	READING & ASSIGNMENTS
<b>Week One</b> 1/10  1/12	T  TR	<ul style="list-style-type: none"> <li>▪ Introduction to the Course &amp; Each Other</li> <li>▪ Introduction to Missiological Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 1</li> <li>• Moodle Resource</li> <li>• Interaction Paper (1/12)</li> </ul>
<b>Week Two</b> 1/17  1/19	T  TR	<ul style="list-style-type: none"> <li>▪ The Concept of Culture</li> <li>▪ The Concept of Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 2</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Three</b> 1/24  1/26	T  TR	<ul style="list-style-type: none"> <li>▪ The Concept of Culture</li> <li>▪ Conducting Ethnographic Field Research Beginning Fieldwork and Proxemics</li> </ul>	<ul style="list-style-type: none"> <li>• Moodle Articles</li> <li>• Interaction Paper</li> </ul>

CLASS SESSIONS	DAY	TOPICS	READING & ASSIGNMENTS
<b>Week Four</b> 1/31  2/2	T  TR	<ul style="list-style-type: none"> <li>▪ Language: Symbolism &amp; Communication Video: "The Intercultural Classroom" – Part I</li> <li>▪ Language: Symbolism &amp; Communication Video: "The Intercultural Classroom" – Part II</li> <li>▪ Case Study #1 – "How Should Bashir Be Buried?"</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 3</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> <li>• Exercise #1 – Due 2/2</li> </ul>
<b>Week Five</b> 2/7  2/9	T  TR	<ul style="list-style-type: none"> <li>▪ Social Structures and Organizations - Status, Roles and Relationships</li> <li>▪ Social Structures and Organizations - Social Groups and Institutions</li> <li>▪ Case Study #2 – "The Ancestral Feast"</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 4</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Six</b> 2/14  2/16	T  TR	<ul style="list-style-type: none"> <li>▪ Gender and Sexuality: <b>Field Trip</b></li> <li>▪ Gender and Sexuality Conducting Ethnographic Field Research</li> <li>▪ Case Study #3 – "When a Woman Should Be a Man"</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 5</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Seven</b> 2/21  2/23	T  TR	<ul style="list-style-type: none"> <li>▪ Production and Exchange</li> <li>▪ Media: Cultural Stereotypes Case Study #4 – "The Neighborhood Celebration"</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 6</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> <li>• Exercise #2 – Due 2/23</li> </ul>
<b>Week Eight</b> 2/28  3/1	T  TR	<ul style="list-style-type: none"> <li>▪ Production and Exchange</li> <li>▪ Case Study #5 – "Elusive Justice"</li> </ul> <p style="text-align: center;"><b>No Class – Midterm Break</b></p>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 7</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Nine</b> 3/6  3/8	T  TR	<p style="text-align: center;"><b>No Class – Midterm Break</b></p> <p style="text-align: center;"><b>No Class – Midterm Break</b></p>	

CLASS SESSIONS	DAY	TOPICS	READING & ASSIGNMENTS
<b>Week Ten</b> 3/13  3/15	T  TR	<ul style="list-style-type: none"> <li>▪ Authority and Power</li> <li>▪ Authority and Power</li> <li>▪ Case Study #6 – “When Baptism Means Breaking the Law”</li> </ul>	<ul style="list-style-type: none"> <li>• Anthropological/Missiological Analysis on <i>Bruchko</i> or <i>Spirit of the Rainforest</i> - Due: 3/13</li> </ul>
<b>Week Eleven</b> 3/20  3/22	T  TR	<ul style="list-style-type: none"> <li>▪ Kinship Systems and Marriage</li> <li>▪ Conducting Ethnographic Field Research Participant Observation</li> <li>▪ Case Study #7 – “Too Many Wives”</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 8</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Twelve</b> 3/27  3/29	T  TR	<ul style="list-style-type: none"> <li>▪ Religion and Ritual</li> <li>▪ The Life Cycle: Rites of Passage</li> <li>▪ Case Study #8 – “The Communal Feast”</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 9</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> <li>• Exercise #3 – Due 3/29</li> </ul>
<b>Week Thirteen</b> 4/3  4/5	T  TR	<ul style="list-style-type: none"> <li>▪ Globalization and Culture Change</li> <li>▪ The Dynamics of Culture Change</li> <li>▪ Case Study #9 – “Peacemaker or Patsy?”</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 10</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Fourteen</b> 4/10  4/12	T  TR	<ul style="list-style-type: none"> <li>▪ Theory in Cultural Anthropology</li> <li>▪ Conducting Ethnographic Field Research Interviewing Informants</li> <li>▪ Case Study #10 – “Family Gods”</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 11</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>
<b>Week Fifteen</b> 4/17  4/19	T  TR	<ul style="list-style-type: none"> <li>▪ Worldview</li> </ul> <p style="text-align: center;"><b>No Class – Day of Prayer and Service</b></p>	<ul style="list-style-type: none"> <li>• Moodle Resources</li> <li>• Interaction Paper</li> </ul>

CLASS SESSIONS	DAY	TOPICS	READING & ASSIGNMENTS
<b>Week Sixteen</b> 4/24  4/26	T  TR	<ul style="list-style-type: none"> <li>▪ <b>No Class – Advising Day</b></li> <li>▪ Anthropology in Action: Applied Anthropology</li> <li>▪ Case Study #11 – “The Rev. Chu’s Decision”</li> </ul>	<ul style="list-style-type: none"> <li>• Howell &amp; Paris: Chap. 12</li> <li>• Moodle Resources</li> <li>• Interaction Paper</li> <li>• Exercise #4 – Due 4/26</li> </ul>
<b>Week Seventeen</b> 5/1  5/3	T  TR	<ul style="list-style-type: none"> <li>▪ Case Study #12 – “Cross-Cultural Marriage</li> <li>▪ Reflection &amp; Analysis – Wrestling with Our Questions</li> <li>▪ Preparing for the Final Exam</li> <li>▪ CELEBRATION!!!!</li> </ul>	<ul style="list-style-type: none"> <li>• Moodle Resources</li> <li>• Interaction Paper</li> <li>• Exercise #5 and Field Notebook – Due 5/1</li> </ul>
<b>Week Eighteen</b> 5/9	<b>W</b>	<p style="text-align: center;"><b>Final Exam Due Wednesday 12:00 Noon!!!</b></p>	

*And the believers were filled with the Holy Spirit and began speaking in other languages as the Holy Spirit gave them the ability.... And when the people heard this they were amazed to hear the wonderful things God has done in their own languages....*

*~Acts of the Holy Spirit 2:4-5*

**MANDATORY STATEMENT ON DISABILITY OFFICE OF SUPPORT SERVICES (DOSS):**

*Students requiring Americans with Disabilities Act (ADA) accommodations for academic reasons should immediately contact Dr. Yvonne Redmond-Brown, Director of the DOSS office, at 651-631-5221. Confidentiality is respected. Though requests for ADA accommodations are processed through the DOSS office, it is the responsibility of the student to notify his or her professor(s) if the needed accommodations will impact all or specific courses.*



## IX. Fieldwork Exercises

An accurate record of your fieldwork must be kept as part of the field notes. Get a notebook specifically for taking field notes. Field notes must include:

- a. An accurate record of times, dates, location, participants, events, etc., in the form of a research log.
- b. Field notes must be legible, but expediency generally demands that they will be handwritten. Write them carefully, but don't spend time unnecessarily re-writing field notes.
- c. As part of your field notes, keep a record of both your observations and your subjective feelings and attitudes. Keep a separate column or record to journal your thoughts, hunches, feelings, and another for your observations.
- d. When appropriate, take pictures!!!

Your field notebook will be turned in with your final exercise.

**Due: May 1.**

**Exercise #1 - Proxemics.** Space talks! "Proxemics" is the term Edward T. Hall uses in connection with man's perception and use of space, that is, the study of the relative proximity of people to one another in various situations and in various societies. How people handle space in connection with their human interactions can silently "speak volumes." Each culture (and subculture) has different patterns of space use, which communicates something about that culture. This first project is designed to carry out an experiment in how cultures and subcultures in the Twin Cities use space. This exercise is the focus of our beginning fieldwork because it can be carried out purely on the basis of observation and can provide immediate practical value about space use, interaction patterns, and so on.

- a. Visit 3 different coffee shops from the list posted on our Moodle site. One of the coffee shops must be a "chain" shop such as Starbucks or Caribou Coffee. One other will be *locally-owned - independent* shop. The third will be the NWC coffee shop in the "The Billy."
- b. Focus on how tables, chairs, sofas, counter-area, etc., are arranged.
  - What kind of seating (sofas, hard chairs, overstuffed chairs, etc) is in the coffee shop?
  - How is the seating arranged in the room... or rooms?
  - Is the seating in a single room or multiple rooms?
  - How is the use of seating areas different if people know one another and/or come in together from cases where people appear not to know one another?
  - Does this seating arrangements keep people apart (sociofugal) of draw them together (sociopetal)?
  - What does the seating arrangements and spacing suggest (or reflect) about the atmosphere the owner wants to create and the culture of those who frequent each coffee shop?
- c. Upon reviewing your field notes, write a 1-page (double-spaced) paper for each coffee shop. Write a final page comparing and contrasting your observations and perceptions of each shop. (4 pages, total.)

**Due: February 2.**

**Exercise #2 - Media: Cultural Messages and Stereotypes.** The goal of this exercise is to become active observers of how the media reinforce cultural messages and stereotypes.

- a. Before the research activity, write down your personal definition of “stereotype” in your field notebook, then use the dictionary and write down in your field journal the definition of “stereotype.” Compare the two definitions.
- b. For approximately 2 weeks, become an observer of cultural messages and stereotypes in the media. Observe cultural messages and stereotypes in a variety of different media, including television, radio, newspapers, magazines, advertising, etc.
- c. Using the “Media Log” posted on Moodle, take notes of your reflections, analysis, thoughts and descriptions of what you have observed.
- d. Write a 4-page, double-spaced, paper on your observations, considering the following questions:
  - Did any particular stereotypes seem to occur more frequently than others?
  - Did certain people groups seem to be stereotyped more frequently than others?
  - Where did you tend to notice the most stereotypes... and the least?
  - Were there any stereotypes you found particularly disturbing? Why?
  - When you noticed stereotypes, what purpose do you think they were meant to serve?
  - How can we become more aware of stereotypes and oppose them when we see them?

Submit both your paper and Media Log on the due date. Be prepared for class discussion.

**Due: February 23.**

**Exercise #3 - A Three View Church Visit.** Write three, one-page (typewritten, double-spaced) descriptions of a worship service you have attended. (Approved churches are posted on our Moodle Site.) One of the descriptions should be from a reporter’s stance, one from the outsider’s perspective (your personal feelings, reactions, conflict, etc) and one seeking to present the insider’s stance – which is the task of the anthropologist.

- a. Reporter: “Just the facts...” This is simply an *objective* perspective: ask who, what, where, when, how questions. You are taking on the role of an observant outsider, called the *etic* perspective. The goal is always to describe the event in terms that would be acceptable to others interested in the “facts.” Consider the following questions when taking field notes:
  - Who attends the church – culture(s), ages, etc.? And, how many?
  - Where do the people come from – the neighborhood, a larger area?

- How are the people dressed?
  - How were you received?
  - What is the liturgy and order of service like – formal, structured, etc?
  - How is the Word of God preached/presented?
  - What family and community interpersonal dynamics do you observe?
  - What can you tell about the ministry of this congregation?
  - Note the time of day, length of service, location, etc.
- b. Insider: When it comes to both our own culture and religion, we are most used to the role of the insider. When attending these churches you will quickly discover that you are an “outsider,” even though they too are Christians. The culture of their faith community most likely will be very different than your own. The goal of this perspective is to understand what is happening and its meaning for the people who are a part of this Christian community. In taking on the “insider” role you are consciously making a decision to write about the worship service from within the understanding and perspective of the people in that community. This is called an *emic* perspective.
- c. Anthropologist: This is where you take on the role of the specialist. In this role you are an expert on cultures. Your goal is to observe this service using the cultural lenses we have discussed in class and presented in our reading. In other words, what do you observe about the cultural lenses of context, relationships, time, authority, etc.

All three of these stances are critical in ethnographic studies. You are encouraged to attend the worship service with other classmates or friends in order to compare observations.

**Due: March 29.**

**Exercise #4 - Interviewing Informants.** Culture is about people. This means that when we study cultures we are studying people. But it means more than that. It also means that some of the best sources of information for anthropological studies are people themselves. Anyone who provides information for the fieldworker is called an “informant.” Interview a teacher, co-worker, friend, classmate (choose carefully) etc. either from a culture different than your own or someone who has lived a significant part of their adult life in another culture about one of the cultural lenses/topics addressed in class. Plan on a twenty-minute interview, and then write up the results in a 4-5 page paper (typewritten, double-spaced). Include in the paper a statement of the interview time, location, and subject, and both a physical and biographical description of the interviewee. End with a transcript or summary of the interview itself, in “question and answer” format. The topic of the interview could be one of many different things, but...

- a. Focus on a single topic and start with a set of prepared questions. Of course, new questions will likely emerge during your discussion, so listening is a vital.
- b. Be clear about what you are after. You should have done enough preliminary research and question preparation to know exactly the information you want to discover. You should be able to describe your goals clearly and succinctly

to the person you interview. People are much more forthcoming with information if you clearly tell them what it is you seek. If they trust you and believe in your project, they will usually go out of their way to help you.

- c. Don't naively accept everything your source tells you. Do not be afraid to ask follow-up questions, particularly if the person says something you don't understand or trust, or seems contradictory to prior statements. Don't jump to judgment, but make sure you understand the answer and make sure you give the person a chance to explain himself or herself without feeling needlessly challenged.

**Due: April 26.**

**Exercise #5 - Campus Cultural Survey.** This assignment requires you to take the ethnographic skills and anthropological knowledge you have gained throughout the semester and apply it to our own Northwestern College community and its cultural. (Yes, NWC has a culture!) This will be particularly challenging because it requires you to be a participant observer in your own community, looking at it through a new set of "lenses." You are encouraged to do this fieldwork with classmates so you can compare notes and observations.

- a. Imagine that you are a visitor to NWC. You have never been here before and you are from another culture – ethnic, faith, country, etc. You have been sent by your anthropological society or people group to conduct research on the culture of NWC and provide a report of your discoveries. Your research question: "What is the NWC college community culture?"
- b. Take careful notes of what you see and observe, using the cultural categories we have explored in class and readings. Remember, you are trying to get a rich, wholistic understanding of how people here live.
- c. Visit and observe different areas of campus – chapel, classes, special events, floor/dorm activities, athletic and cultural events, the student center, dining room, etc. Take note of who attends and who is missing, the context and order of the event, what is being communicated and how it is communicated, the values reflected, etc.
- d. Look for official NWC literature and marketing pieces, websites, student publications, etc., that will give you insight into the culture.
- e. Observe the people in different social settings on campus. Initiate conversation with people with the goal of seeing what you can learn about the culture. Consider interviewing people. Take careful notes of your observations, reactions and feelings.

Write 4-5 page typewritten, double-spaced, report and evaluation of what you have seen and experienced. Taking into consideration all of your observations and research, include a couple of paragraphs summarizing the culture of NWC that you would include in the report back to your colleagues and/or community that would prepare them for visiting NWC and interacting effectively within the NWC culture.

**Due: May 1.**

INTERACTION FORM

Anthropology-ANT 2045

Spring Semester 2012

Name: \_\_\_\_\_

MC#: \_\_\_\_\_

Title of Reading(s): \_\_\_\_\_

Section/Pages: \_\_\_\_\_

Author(s): \_\_\_\_\_

Date: \_\_\_\_\_

Your Evaluation [1-10] \_\_\_\_\_ (10 = high)

Brief Summary (paragraph):

What new insights have you gained from this reading? (Do as many as fit you.)

- 1.
- 2.
- 3.

How can these insights be applied to your own life – your vocation and/or ministry? Provide specific real life examples of ways you relate the ideas presented in the readings to your own life and experiences.

- 1.
- 2.
- 3.

Are there problems or questions that have been raised for which you would like help and/or discussion in class?