Intercultural Studies Department
"Shaping Servant-Leaders"

MCC 903 01 Intercultural Communication and Missions Anthropology

Fall 2020

Faculty Information

Professor: Anita Koeshall
Email: anita.koeshall@gmail.com
Phone: 206-708-9881
Office hours: by appointment

Course Information

Credit hours: 4
Course dates: December 7-11
Meeting times: Monday-Friday 8 am-5 pm
Location: 229

Required Textbooks

Elmer, Duane H. 2006. *Cross-Cultural Servanthood*. Downers Grove: InterVarsity Press, **ISBN-10:** 0830833781, 198 pp.

Hofstede, Geert and Gert Jan Hofstede. 2005. *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill. **ISBN-13:** 978-0071439596. 376 pp.

Kraft, Charles H. 1994. *Communication Theory for Christian Witness*. Rev. ed. Maryknoll: Orbis, **ISBN-13:** 978-0883447635. 174 pp.

Lingenfelter, Sherwood. 1998. *Transforming Culture: A Challenge for Christian Mission.*. Grand Rapids, MI: Baker Academic. **ISBN-13**: 978-0801021787. 192 pp.

Michael Rynkiewich. 2012. *Soul, Self and Society: A Postmodern Anthropology for Mission in a Post-Colonial World*. Eugene, OR: Wipf & Stock. **ISBN-13:** 978-1606087732. 296 pp.

Moreau, A. Scott, Evvy Campbell, and Susan Greener. 2014. *Effective Intercultural Communication: A Christian Perspective.* Grand Rapids, MI: Baker Academic. **ISBN**-978-0-8010-2663-8. 358 pp.

Shaw, R. Daniel and Charles Van Engen. 2003. *Communicating God's Word in a Complex World*. Lanham, MD: Rowman & Littlefield. **ISBN-13:** 978-0742514478. 280 pp.

Shaw, R. Daniel and William R. Burrows. 2018. *Traditional Ritual as Christian Worship: Dangerous Syncretism or Necessary Hybridity?* Maryknoll, NY: Orbis Books. **ISBN-13:** 978-1626982628, 288 pp.

Steffen, Tom A. 2018. *Worldview-Based Storying: The Integration of Symbol, Story, and Ritual in the Orality Movement*. Richmond, VA: Center for Oral Scriptures. 244 pp.

Ten articles from American Ethnologist, American Anthropologist, IBMR, etc. that relate to the interview topics of your choice.

Covid-19 Response
Students and faculty will wear face coverings at all times in the academic buildings. Wearing a face covering, sitting in classroom designated seating, and following the social distancing guidelines is the best way to slow the transmission of this virus.

Evangel University Mission Statement
Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Assemblies of God Theological Seminary Mission Statement
AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

Catalog Description
Studies in the literature of intercultural communication, focusing on cultural contexts and barriers, with implications for Christian witness, lifestyle and relationships. Cultural anthropological issues will be examined to determine their application to a Christian view of intercultural ministry and the discipline of missiology.

Course Prerequisites
Background Literature. These books are standard works on missiology that are particularly relevant to this course. Ideally, you should have already read this material before beginning doctoral studies. If there are any books you have not read on this list, review them and write a summary card for later reference. Even if you have already read these books, it would be good to review them and write a summary card as well. If you will follow this practice throughout your doctoral studies, you should be prepared for the qualifying exam at the end of the core courses.

Hesselgrave, David J. 1991. *Communicating Christ Cross-Culturally*. 2nd ed. Grand Rapids: Zondervan. ISBN-10: 0310368111.

Hiebert, Paul. 1987. *Anthropological Insights for Missionaries*. Grand Rapids: Baker.

Hiebert G. Paul. 2008. *Transforming Worldviews: An Anthropological Understanding of How People Change.* Grand Rapids, MI: Baker Academic.

Grunlan, Stephen A. and Marvin K. Mayers. 1988. *Cultural Anthropology: A Christian Perspective*, 2nd ed. Grand Rapids Print: Zondervan.

Lingenfelter, Sherwood and Marvin Mayers. 2003. *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships.* Grand Rapids, MI: Baker.

Luzbetak, Louis J. 1988. *The Church and Cultures: New Perspectives in Missiological Anthropology*. Maryknoll, NY: Orbis Books.

Nida, Eugene A. 1975. *Customs and Cultures: Anthropology for Christian Missions*. 2nd ed. Pasadena, CA.

Course Purpose

The purpose of this course is to enable doctoral students to engage in the study of human cultures, and specifically social structures, process, and institutions (cultural anthropology) so as to prepare them for effective cross-cultural ministry and communication. The basic presupposition of this strategy is that the structure and organization necessary for your ministry <u>already exists</u> in the target culture. Your job is to **discover** what it is, and then **adapt** your plans to the existing system of relationships and process.
This course will:

1)   introduce the student to basic theoretical perspectives and research tools for the cross-cultural study of the structuring of social relations, and organizing activities;
2)   teach anthropological methodology including the formation and testing of hypotheses or the study of social structure;
3)   engage the student in field research and reporting, investigating the social structure of an informant from another language and culture; and
4)   build the student's skill in applying principles and data of social organization to formulating mission strategy and communication skills.

Learning Outcomes

Course Learning Outcomes Upon completion of this course, the student will be able to:	Program Learning Outcomes[1]	EU20[2]	Faith, Work & Economics Integration[3]
1. Demonstrate an understanding of the essential concepts of cultural anthropology and intercultural communication.	PHD/ICS-SLO #1,2	E 2,3,4 I 5 G 1,3,4	Outcomes 1,2,4
2. Engage in ethnographic interviewing and reporting, investigating the social structure of another culture.	PHD/ICS-SLO #1,2,4	E 2,3,4 G 1,3,4	Outcomes 3,4,5,6
3. Develop an integrated intercultural communication strategy for a specific missional context.	PHD/ICS-SLO #1,2,3,5	C 1,2,3 E 2,3,4 1 4 G 1,2,3,4,5	Outcomes 1,2,4
4. Equip and enable other believers and fellowships to give witness to Christ in the power of the Holy Spirit to people of other cultures.	PHD/ICS-SLO #5,6	C 1,2,3 I 1,4 G 1,3,4,5	Outcomes 1,4,5
5. Identify their own cultural biases and place these on the altar, sacrificing their own preferences and ideals so as to incarnate the Gospel in another culture.	PHD/ICS-SLO #1,2	C 1,2,3,4 E 2,4 I 4 G 3,4,5	Outcomes 1,4

Course Format

This is a tentative course outline. Course outline may be changed at the discretion of the course instructor. Notice of changes will be made in class.

Course Schedule

This is a tentative course outline. *The course schedule may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through Course Commons announcements.*

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[1] See for program learning outcomes, EU20 outcomes, and FWE outcomes: https://agts.edu/currentstudents/academic-policies.

[2] See for EU20 outcomes: https://agts.edu/current-students/academic-policies.

[3] See for FWE outcomes https://agts.edu/current-students/academic-policies.

Class Date	Class Topics/Activities	Appropriate Reading
	Spirit Empowered Perceptions of Culture	
Dec 7, MO AM	Rational and introduction to course Syllabus and class expectations Life-History and Genealogy	**Psalm 8** Elmer, Duane H. *Cross-Cultural Servanthood*. Michael Rynkiewich. *Soul, Self and Society: A Postmodern Anthropology for Mission in a Post-Colonial World*
Dec 7, MO PM	Social Environment and Interests: Case Studies of Events (Lingenfelter pp. 35-42)	**Book of Ruth** Lingenfelter, Sherwood. *Transforming Culture: A Challenge for Christian Mission..*
	Spirit Empowered Understanding of power	
Dec 8, TU AM	Community, Kinship, and Control Kinship and Control: Marriage (Rynkiewich Ch 5	**Genesis 1-2** Hofstede, Geert and Gert Jan Hofstede. *Cultures and Organizations: Software of the Mind*
Dec 8, TU PM	Household and Economic Relations: Resources and Labor	Study of Power: Hofstede (Rynkiewich Ch 5)
	Spirit Empowered Understanding of Social Structures	
Dec 9, WE AM	Control: Authorization/Allocation, Status and Role	**Kings and Judges/** **Church Structures** Moreau, A. Scott, Evvy Campbell, and Susan Greener. 2014. *Effective Intercultural Communication: A Christian Perspective*
Dec 9, WE PM	Political and Social Structures of Power	Kraft, Charles H. *Communication Theory for Christian Witness* Shaw, R. Daniel and Charles Van Engen. *Communicating God's Word in a Complex World*.
	Spirit Empowered Friendship and Communication	
Dec 10, TH AM	Patron/Client, Friendship Networks, and Control	**David and Jonathan** **Paul's Conversion**
Dec 10, TH PM	Religion and beliefs Tradition and Change: Social and Cultural analysis (Rynkiewich Ch 11 & 12)	Shaw, R. Daniel and William R. Burrows, eds. *Traditional Ritual as Christian Worship: Dangerous Syncretism or Necessary Hybridity?* (Rynkiewich Ch 8-13)
	Spirit Empowered Integrative, Critical Thinking	
Dec 11, FR AM	**FINAL EXAM**	
Dec 11, FR PM		

Course Policies & Requirements

1. Attend and participate in class.

2. Read the required texts and prepare a reading report. You may follow the template given in Appendix A, create electronic summary cards, or make a case to the professor for your own design.

3. Read ten ethnographic articles of your choice from academic anthropological, missiological or sociological journals on the topics that are being considered in the lecture and are pertinent to your own studies.[4] Prepare an abstract. The purpose of abstracts is to identify for **your future reference** key concepts, ideas, or insights that have particular value. Each abstract should include the following:

   a. **Bibliographic notation**: Please follow the style for References Cited required by the IDS Style Guide.

   b. Abstract from the article **key insights, concepts, and questions** which may be significant for your research. Note the data and methodology of the author's research when appropriate. Some articles come with published abstracts. These should be expanded to provide you with information **essential to you** from the article. The following questions <u>may</u> serve as guide to beginning to identify key things for an abstract.

      i. What is the central question or thesis of the article?

      ii. What are the key concepts introduced and questions posed which contribute to your research on social organization?

      iii. What are the author's conclusions, and what methodology and data are presented to substantiate them?

4. Articulate three possible qualifying exam questions for this course which integrate and apply course content to your particular missional context. Electronically submit these questions along with bibliographic information for sources that will assist you in responding to these questions in context specific ways (2-3 sources per question) **by noon on Thursday, December 12**.

5. On December 13, take an exam which will be similar in format to the qualifying exams which will be taken following the completion of the core courses. You will have three hours to write an essay applying the theories and tools of intercultural communication and missions anthropology to your specific missional context. While literature beyond that of the class requirements may be cited (and it's a wonderful idea to do so), it will not be necessary to go beyond the literature of the class and pre-session bibliography. You should cite the author of all literature which is adduced to support your answers.

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[4] HINT: Learn to use the "hunt and pick" method of reading, following the questions noted above. Read the "conclusion" of the article or chapter first. Look at the headings of the text and get a sense of the development of the argument. Then look for the key concepts. Finally scan the ethnographic illustration. You should now be ready to abstract the piece.

The point of the exam is not only to demonstrate mastery of the course material, but also to get some early practice for the qualifying exams. While laptops are preferred, the computer center of the Seminary will be reserved for students who do not own their own laptop. Submission of the paper is to be made electronically by email at the end of the allotted time period (No other use of the Internet will be permitted during the exam period). No points will be deducted for spelling or grammar, but students should pre-think their essay to ensure a coherent outline. Don't psyche out about it! It's really just a practice and only counts for 20% of the course grade. But no student will be allowed to postpone or opt out of the exam.

6. Communicated to your teacher's people group and formulate a culturally appropriate method to communicate the message to your teacher. See Appendix B

7. (Post Session Paper): Conduct a series of 6 interviews with a person from another culture and using the theoretical framework discussed in class, analyze the social organization of your "teacher's" culture. From this analysis, identify a biblical theme that you feel needs to be.

- *All assignments need to be submitted as a Microsoft Word document and a pdf format.*
    - *MS Word file extension: .docx and .pdf format*
    - *The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at: https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free-*
- *All formal papers (unless otherwise specified by the instructor) are to be formatted using the ICS doctoral template.[5]*

Attendance:
Class attendance is extremely important to your success as a student. There are no excused absences unless okayed by professor, but should you be absent from class, you will be responsible for collecting information you miss.
ALL Post-session work must be submitted within 90 days of the last day of class or by (July 19, 2020)
General Guidelines for Formal Writing Assignments: Each writing assignment should be typed, double-spaced in a 12 point font. It should contain your name and should conform to Turabian style manual. The paper must be well-structured, clearly written, and grammatically correct. Make sure someone proofreads your paper before you submit it to avoid typographical, grammatical and editorial errors. Papers which do not engage the appropriate bibliographic resources will be returned for rewrites. (In future courses, papers which have not done so will be rejected.)
**All work must be submitted electronically as Microsoft Word document attachment to Anita Koeshall (koeshalla@evangel.edu) or to Course Commons. Please include your last name as the first word in the file name.

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[5] Please go to your Course Commons dashboard to find all IDS writing helps under PhD or DAIS Program Elements, Resources, and Academic Writing Clinic.

Assessment

All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on COURSE COMMONS for viewing prior to assignment submission. Points for each of the assignment categories and the grading scale for the course are shown below

Grading Policy

Final grades will be assigned according to the following calculus:

Assignment Group	Total Points	Weight (% of Final Grade)
General class participation		
Textbook Summary Cards (Credit/No Credit)	10 pts.	10%
Review of Journal Articles	100 pts.	20%
Qualifying Question and Bibliographic Information	100 pts.	10%
Final Exam (Trial Qualifying Exam)	100 pts.	20%
Interview Research Paper	100 pts.	40%
Total:		100%

Grading Scale

100%→94%	93%→90%	89%→87%	86%→84%	83%→80%	79%→77%	76%→74%	73%→70%	69%→67%	66%→64%	63%→60%	59%→0%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Grade Access

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" link in the course menu. For more information on how to check your grades and what you can do from this page, see <u>How Do I View My Grades?</u>

The Temporary Grade of Incomplete
An "I" (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from your administrative assistant in your department.

Specific Data

Prepared by Anita Koeshall - September 2020
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Academic Integrity

As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the [Student Handbook](), appears in the section IX. University Policies: Academic Integrity.

Accommodation Statement

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the [Disability and Academic Accommodations Handbook]() for further information on the accommodations process.

Inclusive Language

The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7–9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.

Electronic Devices in the Classroom

It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources

Evangel University Libraries

Klaude Kendrick Library's physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The **Cordas C. Burnett Library** is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit [Evangel University Libraries](#). Evangel's libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place

The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see [The Write Place Online](#).

The Center for Student Success

The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see [The Center for Student Success](#).
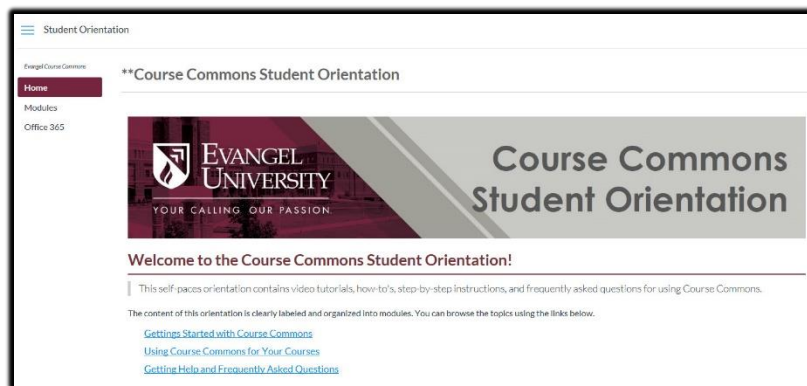
Course Commons

This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is https://courses.evangel.edu.
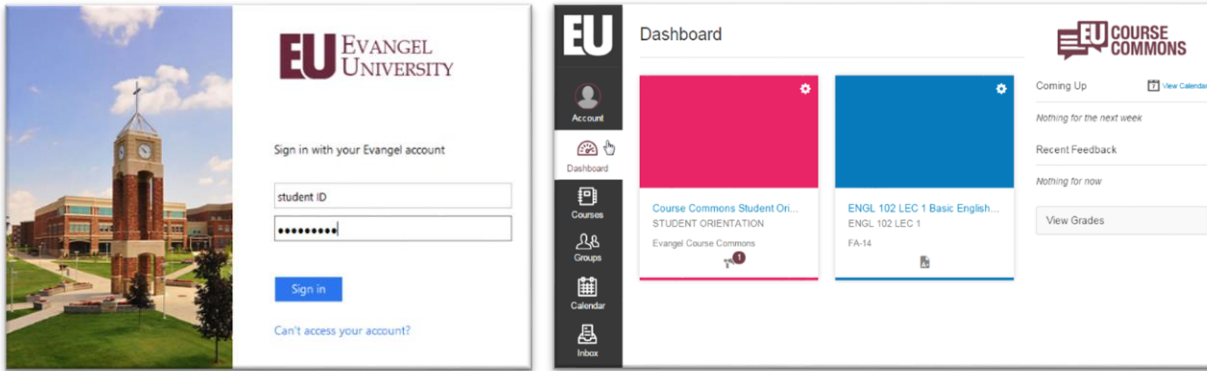
Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.

Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide:

How do I customize my Courses list?

Students will have access to this course in Course Commons seven (7) days *before* the official beginning of the semester. If students have not completed their financial registration by the first official day of class, their course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

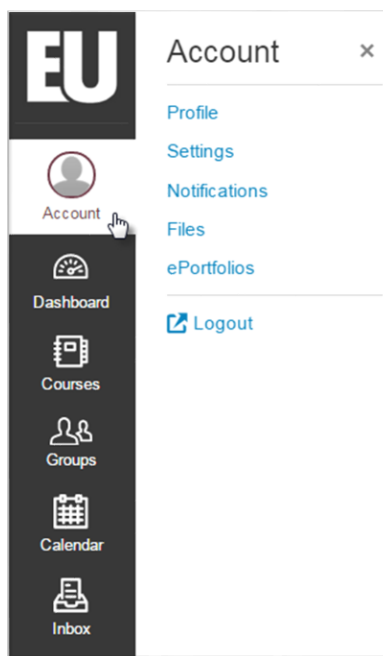## Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.
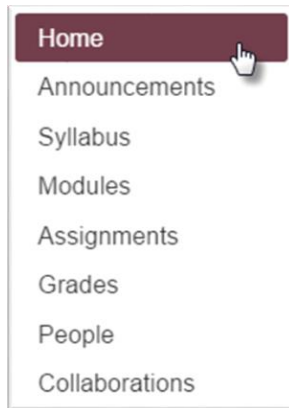
You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again. All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: How to Update your Profile and Settings and How to Update Your Notifications Preferences.

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: How to Check My Grades.

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Support menu from any page in Course Commons.

Click on the Support icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the Canvas Student Guide for help on a specific topic.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Support icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.

Support   ×

Course Commons Student Orientation
This course provides on-demand video tutorials for using Course Commons.

The Center for Student Success
Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

The Write Place
Find resources and connect with tutors to help you hone your writing skills.

Ask Your Instructor a Question
Questions are submitted to your instructor

Search the Canvas Guides
Find answers to common questions

Report a Problem
If Canvas misbehaves, tell us about it

Appendix A: Reading Reports

Student: Date:

Course: _____Professor: _____

Book: (author) (Title) and other bibliographic information

Pages Read:

Key Ideas and Quote:

Your Interaction:

QUESTION(S):

Appendix B: Research Paper
INSTRUCTIONS FOR RESEARCH PAPER:

Choosing topics from the interview sheets given in class, conduct 6 interviews with a person from another culture. Using this information, analyze the culture of your "Teacher". From this analysis, identify a biblical theme that you feel needs to be communicated to your teacher's people group and formulate a culturally appropriate method to communicate the message to your teacher.

The paper must fulfill a number of objectives. First you must show how the theoretical material from your reading and class discussions have influenced you in the gathering and the presentation of your data. Data always reflects the selective observation of the researcher; therefore it is essential to make explicit how and why you have selected from the interviews what you present.

In addition you must present this material in such a way that your reader will understand what it is that you have done, why you have done it, and what you hope to accomplish through the process of this research and writing.

You must also learn the conventions of scholarship, including the organization of material, summary of data in charts and tables, citation of sources in the text, references, and appendices of data not directly used in the presentation.

As a guide to help you in planning the organization of your paper, follow the broad outline below:

1) INTRODUCTION: Address your introduction to an audience such as the mission board or to your lead pastor if working with a particular group in a church.

   a) The introduction should include a brief background and cultural setting of the topic you have chosen to focus on and convince the reader of its importance to the mission/ministry world.
   b) A statement of the basic assumptions you have made about the importance of the study of anthropology as foundation for cross-cultural communication.
   c) Explicitly state your problem statement or thesis for this paper. What is it that you are preparing to study, prove, explore, etc.
   d) Give a brief review of the theoretical perspectives that have been most helpful in your research and analysis and the questions arising from this theory that you have asked and hope to answer in this paper.
   e) Discuss the method you are going to use in order to accomplish the purpose of the paper.
   f) Explain the biblical concept that you would hope to communicate to this particular people group on the basis of what you and the back ground as to why you think that this topic is important to explore cross-culturally.

2) RESEARCH DESIGN: In this section of the paper you should discuss who you have chosen to interview, the background of your informants/teachers and the basic plan that you

followed in 24 doing your research. In your plan of research you might explain briefly the types of data that you have collected, the number of people that you interviewed, and the limitations and strengths of your research activity.

3) THE DATA: You are now ready to present the main body of data from your paper. In preparing this you will want to organize that data into the units that are most meaningful to you in terms of communicating what you have learned to your audience.

4) ANALYSIS OF DATA: Using the theoretical framework that you have studied in class, analyze the interview findings. Hofstede, Lingenfelter, Rynkiewich, Shaw, etc. What is the social organization or the cultural nature of the society in which your interviewee lives?

5) CONCLUSION AND APPLICATION:

   a) After you have completed the presentation of your data you should present for your reader a concluding discussion of the missiological significance of your research.
   b) Show in specific detail how the critical features of this case study will have direct impact on communicating your topic to people such as the ones you have interviewed.

6) BIBLICAL STUDY OF THE TOPIC: Using appropriate methods of hermeneutics and exegesis, explore the Biblical topic you would like to communicate to the people group you are working with. (leadership, community, gender, family, etc.) Remember to apply the anthropological tools we discovered in class (Lingenfelter, Douglas, Hiebert) to see the text through cultural lenses. Develop a biblical basis that should be communicated and finally…

Explore an appropriate means of communication for this culture.

For instance: a devotional prepared specifically for a need you discovered among peoples such as your teacher. Include: Describe why this particular passage of scripture would be key to the needs of this people group? What cultural characteristic does it touch? How does it bridge to social pressures and obstacles to faith?

Or a blog, Or a skit

I expect an average of at least one reference per page. You will find that when you are discussing your cultural findings, you will have fewer references—but make sure you refer to the interview (you didn't get this information out of thin air!), and in the biblical study and theoretical development and analysis you will have more references.