

:: Introduction to Anthropology ::

Lauren Visconti
Faculty, Social Sciences
visconl@linnbenton.edu

MWF 11:00-11:50 in IA 231
Office: SSH 111
Hours: Friday 2-4 + appointment

Course Description:

Located at the intersection of the humanities and the sciences, anthropology strives for a holistic understanding of the human condition. This course introduces students to the basic concepts, theories and methods of anthropology, including its four main subfields: archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. The course is driven by fundamental questions, including: What is culture? How do anthropologists study human populations, both past and present? How can this field help us better understand contemporary human problems?

This course fulfills the requirement for the “Social Processes and Institutions” category of the baccalaureate core by equipping students to: use theoretical frameworks to interpret the role of the individual within social processes and institutions; analyze current social issues and place them in historical context; and critique the nature, value, and limitations of the basic methods of the social sciences.

Course Outcomes and Skills:

Upon completing this course, students will demonstrate the ability to:

- Identify and describe the topics and methods pertaining to each subfield of anthropology
- Recognize how anthropology integrates knowledge from its various subfields in order to holistically understand human behavior and social institutions
- Understand and discuss the practical applications of anthropology in today’s world
- Show familiarity with current trends in anthropology by compiling a media portfolio

Required Texts:

1. Lavenda, Robert H. and Emily A. Schultz. 2014. *Anthropology: What Does it Mean to Be Human?* 3rd edition. Oxford: Oxford University Press. ISBN: 9780190210847.

2. Engelke, M. (2019) *How to Think Like an Anthropologist*. Princeton University Press.

Free resource if interested:

Oxford University Press: Companion Website for Anthropology: What Does it Mean to Be Human? Available free on-line:

<http://global.oup.com/us/companion.websites/9780190210847/stud/>

Instructor Philosophy

One of my primary goals in teaching anthropology is to enable my students to develop appropriate tools to be able to engage and employ them both in and out of the classroom. As anthropologists we fully understand that the condition of being a human is that we have to understand the meaning of our experience. In the context of learning anthropology in the classroom, it is vital for students to viscerally learn to make their own interpretations rather than act on the purpose, beliefs, and judgments of others. Facilitating such an understanding is the pinnacle of my teaching philosophy. In other words, it is my hope and expectation that this course will help you recreate your own ideas and opinions about cultural phenomenon, particularly about your own culture.

Take responsibility for your own learning and participating in class discussions is what makes this course enjoyable!

Course Rules and Classroom Culture:

Student Conduct: The discipline of Anthropology requires us to explore the lives of others as well as our own. This means that certain topics can be sensitive at times and we have to act with the utmost respect for one another. The classroom will remain a safe space for us to explore our thoughts and learn. You are expected to conduct yourself in an honest, professional, and ethical manner.

Technology Statement

*Laptops have been consistently proven to be a distraction in class for the students using them, other students, and the instructor. Use of a laptop or other technological device are solely permitted after discussing this need with your instructor.

However, we do use Canvas in this course! We will be uploading all of our assignments there. No assignments will be accepted elsewhere.

Here is your access to our course this term. This has also been sent to your email. Contact your Instructor as soon as possible if you are having any issues getting into Canvas. I am your point of contact for any help with this site.

<https://canvas.instructure.com/enroll/JAG3HX>. Alternatively, they can sign up at <https://canvas.instructure.com/register> and use the following join code: **JAG3HX**

Late work policy

- ❖ Late work that we complete *outside* of class is accepted for less credit. Work that is completed in class (quizzes and in-class writings) can not be made up.
- ❖ The amount of points earned drops each day an assignment is late. For example, if you have an assignment due on Tuesday worth five points and you upload it to Canvas on Thursday, you will receive three points. Achieving those three points is absolutely worth it and I encourage you to complete your work.
- ❖ Additionally, the last day to submit any late assignments is the last day of class of Week 10. No assignments will be accepted after this date.

Absences:

Attending all classes is correlated to student success. The films, lectures, and discussions we engage with in class are crucial to your participation in the course as well. If you know you will be absent, communicate with your instructor prior to the absence and arrangements will be made. If you have an unexpected absence, please engage in the following steps:

- 1) Check our course calendar to stay on track
- 2) Log into Canvas to find the slides posted from the day you missed
- 3) Email your classmate (s) to check in with them

If you have any questions after this do not hesitate to contact your instructor if you have any questions.

*Missing the equivalent of three weeks in this course results in not being able to pass.

Statement on Academic Dishonesty: As a college student you will be held to the highest standards regarding academic integrity. Academic dishonesty includes: cheating (the intentional use of unauthorized materials, information, or study aids); fabrication (falsification or invention of any information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); and plagiarism (intentionally or knowingly representing the words or ideas of another person as one's own). At the discretion of the instructor, engaging in academic

dishonesty risks will absolutely result in a zero on the dishonest assignment and risks failing the entire course

Students needing accommodations: Accommodations are a collaborative effort between students, faculty, and staff. You should meet with your instructor during the first week of class if you have a documented disability and need accommodations. Your instructor needs to know this from you in order for you to best be accommodated. If you think you may need accommodation services please contact Center for Accessibility Resources (CFAR): 541-917-4789. <https://www.linnbenton.edu/cfar>

Basic Needs Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu , or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the college does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom.

6) Lastly, a lot of the course material we talk about in class is only for adults and can be too difficult for children to process. The instructor is more than willing to accommodate children in the classroom, but can not make any changes to the content of the course based on what might be appropriate/inappropriate for children.

Requirements for success in this course

- 1) Come to class and be prepared
- 2) Access required texts
- 3) Complete your work on time
- 4) Participate and engage respectfully with your classmates
- 5) Access and use CANVAS course online

Course Requirements & Grades ~

Media Portfolios: Each week throughout the term, students will follow current media stories pertaining to anthropology. There are many Web-based news services that you can use, some of which include: *The New York Times*, *CNN*, *BBC News*, *National Public Radio*, *The Economist*, *National Geographic*, *The Guardian*, *Huffington Post*, *The Washington Post*, etc. We will host a “discussion section” every Friday of each week, you will hand in a one-page (approximately 300-word) report on a media story of your choosing related to any of the course themes. In each report, you should briefly summarize the story, explain its significance to anthropology, and comment on which subfield it best represents. These short reports will be turned in each week during your Friday discussion section. You will have ten of them (one for each unit) by the end of the term.

1.5 points per each report and 1.5 points for being a participatory educator. In other words, if you hand in your Media Portfolio and were not in class to contribute, you receive half credit for that week's portfolio.

The last one (#10) is a reflection on the whole portfolio. This will be discussed at length in class.

Teaching Projects (20 points)

In an effort to cover critical and relevant knowledge from our TEXTbook in our short 10 week course, you will be assigned one of the following articles:

- Chapter 2: Why Is Evolution Important to Anthropologists?

- Chapter 3: What Can the Study of Primates Tell Us about Human Beings?
- Chapter 13: What Can Anthropology Tell Us about Sex, Gender, and Sexuality?
- Chapter 16: How is Anthropology Applied in the Field of Medicine?

You will become an expert on this topic and teach it to your group members who have read a different article than you. You will receive this assignment on Friday of Week 2 and teach on Friday of Week 4. This will be peer-reviewed and you will upload a copy of your presentation/notes/lesson plan on Canvas for you instructor as well. This will be discussed at length in class.

Research Teaching Project ~ Similar to the Teaching Project; however, for this one you get to choose your own research question, find answers to it, and develop a creative way to teach it to your group. These projects are explained in detail in class.

Sapiens assignment

Choose any article or podcast you would like on sapiens.org. Be prepared to not only teach a few classmates what your article was about, but also facilitate discussion for **8-10 minutes** on the topic. In other words, it is your goal to generate a lively discussion on an article that you found interesting. On Canvas, submit a one page reflection. Why did you choose this article? What did you learn?

Quizzes

Quizzes will be given without notice five times during the term and will cover readings assigned for the day in question as well as material covered in previous readings and/or lectures. Most of them pertain to the Engelke book and as you will notice on our course calendar they usually fall on Wednesdays. Quizzes cannot be submitted late or retaken.

Take home reading “exams”

You will receive a multiple choice scantron five times throughout the term to take home and complete. This acts as a guide throughout the textbook in addition to facilitating reading comprehension. These are worth only two points each, but students find this activity useful for learning.

In-class writings

These are completed in class and are formative assessments that check in on your comprehension of the material and reflect on your learning. They are only completed in class and can not be made up.

Final

We will have a review on the last day of class and discuss this at length. Your exam schedule for all your courses can be found on LBCC’s website:


<https://www.linnbenton.edu/current-students/schedule-and-learn/finals-schedule.php>


Course Calendar

Engelke = How to think like an Anthropologist

TEXT = Anthropology: What Does it Mean to Be Human?

MP = Media Portfolio

	Monday	Wednesday	Friday
<p>Week 1: Jan 6th</p> <p>Anthropology: The Familiar and the Strange</p>	<p>Introductions & Syllabus & Learning Management System (LMS)</p>	<p>Engelke - Introduction due</p>	<p>Media Portfolio (MP) #1 due</p> <p>TEXT Ch. 1 What is Anthropology</p>
<p>Week 2: Jan 13th</p> <p>Culture & Values</p>	<p>TEXT Ch. 8 “Why is the Concept of Culture Important” p. 237-256</p>	<p>Ch. 1 Engelke - Culture</p> <p>Ch. 3 Engelke -Values</p>	<p>TEXT: Module 3 Ethnographic Methods p. 257-271</p> <p>MP # 2 due</p> <p>Receive assigned chapter for Teaching Project</p>
<p>Week 3: Jan 20th</p> <p>Civilization: Why did Humans Settle Down?</p>	<p>LBCC closed for holiday</p> 	<p>Ch. 2 Engelke - Civilization</p>	<p>TEXT Ch. 7</p> <p>Why did humans settle down, build cities, and establish states?</p> <p>MP # 3 due</p>
<p>Week 4: Jan 27th</p> <p>Economic Anthropology</p>	<p>MP # 4 due</p>	<p>Ch. 4 Engelke - Value</p>	<p>Teaching Project due</p>
<p>Week 5: Feb 3rd</p> <p>Human Variation</p>	<p>TEXT Ch. 5 What Can Evolutionary Theory Tell Us about Human Beings?</p>	<p>Ch. 5 Blood</p>	<p>MP # 5 due</p> <p>The Human Family Tree</p>

<p>Week 6: Feb 10th</p> <p>Linguistics</p>	<p>TEXT Ch. 9: Why Understanding Human Language is Important?</p>	<p>Ch. 6 Engelke -Identity</p>	<p>MP # 6 due</p>
<p>Week 7: Feb 17th</p>	<p>LBCC closed</p> 	<p>Ch. 7 Engelke - Authority</p>	<p>Research Proposal due</p> <p>MP # 7 due</p>
<p>Week 8: Feb 24th</p> <p>Ways of Being and Knowing</p>	<p>TEXT Ch. 10 How do we make meaning?</p>	<p>Ch. 8 Engelke -Reason</p>	<p>MP # 8 due</p>
<p>Week 9: March 2nd</p>	<p>MP # 9 due</p>	<p>Ch. 9 Engelke -Nature</p>	<p>Research Teaching Project due</p>
<p>Week 10: March 9th</p>	<p>Engelke Conclusion</p>	<p>Sapiens assignment</p>	<p>Hand in full media portfolio with MP reflection # 10 due</p> <p>Final review</p>

Final Exam = <https://www.linnbenton.edu/current-students/schedule-and-learn/finals-schedule.php>