

:: Anthropology 210: Comparative Cultures ::

Lauren Visconti Faculty, Social Sciences visconl@linnbenton.edu	Ecampus course Office location: SSH 111 + Zoom https://linnbenton.zoom.us/j/94364885581 passcode: spring Student office hours: <ul style="list-style-type: none">● Fridays 8:00-12:00 pm● Always Available by appointment
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Course Description

Welcome to LBCC's Anthropology 210. This course introduces students to comparatively study human beings, societies, and cultures. This course provides students with an overview of cultural anthropology and its ways of understanding people. The course material explores the diversity of human cultures and takes a close look into a varied number of human communities in order to understand how they work, how they are different from others, and the forces that shape their worldviews.

Anthropology makes the strange familiar and the familiar strange. Why do we do the things we do? Throughout the course, you will be challenged to confront what you think is "normal" because the way you view the world is just one of many well-organized, equally sophisticated, and historically contingent approaches to life. Embrace this challenge and you may gain a better understanding of how you and others make sense of everyday life. Simply put, by exploring other cultures, you will better understand your own.

Learning Outcomes:

- Objectively analyze a variety of cultural practices from around the world
- Understand the pre and post-colonial influences of the cultures under study and recognize the interconnections between history, society, and culture
- Broadly and narrowly define and identify a culture's characteristics including setting and history, values, economy, social networks, community, and governance
- Develop a critical understanding of cultural diversity and its implications, ultimately enhancing sensitivity to other cultures

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 in their daily life. 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 create your own ideas and opinions about cultural phenomena, particularly your own culture. In the past students have gotten a lot out of this course. I encourage you to challenge yourself to be interactive with all the materials and to not rush through any assignments.

Requirements: Textbook, Canvas, LBCC email:

We have two required books for this course and both of them are provided for free. However, I have found that students prefer to purchase a hard copy of the Bolin book because it is inexpensive and many of us are tired of reading online, but it is here through our library online. The easiest way to find this is on Canvas under “Announcements” you will see a post called “Where are my Books?”

- Bolin, I. (2006). *Growing up in a culture of respect: Child rearing in highland Peru*. University of Texas Press: <http://bit.ly/growresp>
- The next textbook is required, but it is provided to you for free on our Canvas site under “Files”...”Readings”...and you will see TEXTBOOK. **Download to your computer.**
 - Conformity and Conflict: Readings in Cultural Anthropology, 14th Edition By James W. Spradley, David W. McCurdy, Dianna Shandy

Required Learning Management System: Canvas

Here is your access to our course this term. This has also been sent to your email. **You must use your LBCC 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, not the college.

<https://canvas.instructure.com/enroll/3KAJ8W>

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 must remain a safe space for us to explore our thoughts and learn. We are all expected and held to the highest standard of conducting yourself in an honest, professional, and ethical manner at all times.

In this course you will be engaging in an online discussion with your peers. Please handle this engagement with utmost respect, care, integrity, and empathy. If respect is compromised, you will be contacted by your instructor immediately and given a warning. After this, you may be asked to leave the discussion part of our class, resulting in significant grade loss.

If Anthropology's goal is to make the world safe for human differences, then we can begin by celebrating one another's differences starting with perceptions, worldviews, and opinions.

Course Format: Technology Statement & Guidelines

This course is run asynchronously. In other words, you do not have to log in at a certain time and are free to log in when you can so you can balance the uncertainty that is enveloping our lives. That said, there is a significant amount of work in our course and it is important for you to dedicate a significant amount of time each week for our course.

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, not the college.*

Late work policy

- ❖ I encourage you to submit your work on time. This is for yourself as well as for your classmates. We have a lot of engagement in our assignments in this course and it is important to get your work in on time. Submitting late work often results in a loss of the peer-review points that can only be credited on time.
- ❖ Instructor feedback will always be provided, but can only be promised on timely assignments. This is about mutually respecting one another's time and labor. The last day to submit any late assignments is Friday of Week 7. **No late assignments will be accepted towards your grade after this date.**
- ❖ All that said, life happens. Please communicate. I can not emphasize this enough. If you know that an assignment will not be handed in on time and it is before our late work deadline (Friday of Week 7), tell me. I encourage you to write an email that says something like this:

Hi Lauren,

I would like you to know that my assignment is going to be late and I will be handing it in on _____ (insert day/time). If anything changes, I will let you know about it.

Best,

(Student in need of more time that week)

Absence/Presence Policy

- ❖ Attending all classes is correlated to student success. What does attendance look like in an asynchronous online course? It looks like logging in multiple times a week.
- ❖ There is much research about the importance of this correlated to student success. This is why we have an absence/presence policy in our course. *Missing the equivalent of two and a half weeks in this course results in not being able to pass.* I will include this message in the welcoming video as it comes up with roughly one student per term.
- ❖ In other words, it is *not* possible to pass this course if you disappear for a time period and then dump assignments all at once by the late assignment deadline of the end of Week 7. Please remember this is your late assignment deadline and no late assignments will count towards your grade past this date.

Rushing through the material and attempting to “assignment dump” impedes one’s own learning and affects other classmates as well as there is peer interaction in this course. It also shows the low quality of the work. There are many metrics on Canvas available to instructors and my hope is to never look at them! The films, lectures, and discussions we engage with in class are crucial to your participation in the course as well. Please know that communicating with your instructor is important. These policies are in place to help all of us engage in a healthy online learning environment.

Statement on Digital Divide:

LBCC is here to help you access resources you might need for your course such as computer loans, broadband, hotspots, etc. <https://libhelp.linnbenton.edu/subjects/covid19#tab-1>

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 in need of 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 Single Stop Office for support (SinglestopatLBCC@linnbenton.edu , 541-917- 4877, or visit us on the web www.linnbenton.edu under Student Support for Current Students). Our office can help students get connected to resources to help.

LBCC Comprehensive Statement of Nondiscrimination

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Jill Childress, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symlicity.com/public_report

Course Requirements & Grades: All of this is in your welcoming video received on the first day.

Most assignments in the course are due on Friday by midnight (Pacific Standard Time). For assignments that include course discussions, commenting on your peer's work is due by the end of the day on Sunday. You will have to remember to engage with your peers in a lively, respectful discussion as it is central to succeeding in this course.

Your assignments are all neatly laid out for you under "Assignments" on the left hand side of your page. Another feature to look ahead is to click "Syllabus" where you will see your course timeline. Each day that you log in to complete our week's work, always start by working your way through each module. You can access them under "Pages" or under "Home". I am always here to answer any questions you may have.

- **News Analysis Language Assignment (5 points)**
- You will choose a news headline from any mainstream media news site. Answer the following questions. After you are done answering the following questions, you are required to peer review one of your classmates assignments. You have randomly been assigned someone. The

peer review is due Sunday, Your news analysis is due Friday.

- **Weekly written Assignments/Discussions (45 points)** All outlined in the course in detail.
- **Ethnographic Interview (15 points) due Week 3**
- You will find a person over the age of sixty to interview. If you already live with this human, this can be a face to face interview. Otherwise, please make pandemic adjustments to keep the elderly safe and make a phone call, video message, etc. There is a page explaining this assignment in detail. You can find this under “Assignments”.
- **[Open-book, untimed] Quiz (10 points) due Week 6**
- During Week 6, you will take a quiz based on your readings.
- **Question from the Readings (20 points)**
- There are three sets of questions to answer and submit for credit. These are all based on the readings and a significant part of your grade in this class. Always write in complete sentences and answer in long form.
- **Final Reflective Assignment (5 points) -**
- This is one of the easier final exams you will prepare for in your college career. However, I encourage all of you to treat this final reflection with utmost care and consideration as it is a metacognitive summation of your learning in this course.