

:: Anthropology 210 (CRN 21417): Comparative Cultures – 3 credits ::

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Class: Asynchronous
On Canvas
Virtual Office hours: By Appointment

COVID-19 Adjustments:

I will miss you in the classroom. The good news is that I have years of experience teaching online. Here are some reminders as we move forward together.

1. Nobody signed up for this.

- Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
- Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
- If you are new to online learning, please do not worry. I have set our course up for you so please follow the directions closely and work through each module like a book.

2. An equitable option is the best option.

- We are going to prioritize supporting each other as humans
- We are going to prioritize simple solutions that make sense for the most
- We are going to prioritize sharing resources and communicating clearly
- Anthropology occupies an important perspective on the world and is of utmost importance in a pandemic and the creation of a post-pandemic world
- We all have so much to learn so stay curious and get started!

Course Description:

Examines the ethnographic process anthropologists use to study other cultures, the process of comparing two or more cultures in an ethnologic context, and the development of cultures over time to be what they are today. Introduces a methodology for engaging in culturally relative dialogue is introduced and then emphasized in all learning activities. Recommended: College-level reading and writing skills.

Welcome to 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.

Course Outcomes and Skills:

- Explore and describe historical and environmental influences on other cultures.

- Describe similarities and differences between cultures and apply the anthropological approach of cultural relativism.
- Students will learn to see human cultures – whether in texts, religious rituals, or political or economic behavior from an anthropological perspective. These insights can be applied both to cultures separated from students' own cultures by time or space as well as their own cultures.
- Students will learn to recognize that cultures exist in time and space and are unique to that time and that space. Cultures are distinctive and understanding them requires accepting and negotiating otherness.
- Students will understand that politics is intrinsically cultural and culture intrinsically political.
- Students will appreciate the influence of the environment in enabling and constraining social life.
- Students will have the opportunity to conduct an ethnographic project.

Required Texts:

We have **two** required books for this course.

1. Bolin, I. (2006). *Growing up in a culture of respect: Child rearing in highland Peru*. University of Texas Press
2. Spradley, J. W., McCurdy, D. W., and Shandy, D. *Conformity and Conflict: Readings in Cultural Anthropology*, 14th Edition

The first book, an ethnography (which we will be learning about in Week 1), *Growing Up in a Culture of Respect Child rearing in highland Peru*, can be purchased in a hard copy at the LBCC Library, or the LBCC library has also purchased it as an ebook. If you'd like to get the ebook, you can do so, here: (<http://bit.ly/growresp>). Below are some tutorials on Ebook Central's features in case you run into any issues:

- Video tutorial from the library: <https://youtu.be/qfTxfeffCR0>
- Ebook Central's support page: <https://proquest.libguides.com/ebookcentral/read>

The second book, a reader called *Conformity and Conflict: Readings in Cultural Anthropology*, is available as an Ebook for you on Canvas. When you get logged into Canvas, navigate to: "Files"... "Readings" on the left hand side of your screen. Download the book **TEXTBOOK: Conformity and Conflict** on your computer now and save it. This will allow you to use the search bar at the top to help you navigate the text more efficiently throughout the term.

Additional Readings:

All readings that are not found in our textbooks will be posted to our class's Canvas page.

*You will need to do the posted readings and have a copy of the required texts to succeed in this course.

You must use your LBCC email to be in this course.

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 create your own ideas and opinions about cultural phenomenon, particularly your own culture.

One of the foundational methodologies used in my classroom is focusing on each student's needs, abilities, interests, and learning styles placing the instructor as a facilitator of learning, acknowledging that the student voice is central to the learning experience. The benefits of this approach strengthens student motivation, promotes peer communication, builds student-teacher relationships, and engages in learning as an active process, while simultaneously fostering each student to take responsibility for their own learning.

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. We all are expected to conduct ourselves in an honest, professional, and ethical manner and all held to this standard. If an inappropriate standard is crossed - for example a disrespectful discussion board post – the instructor reserves the right to not count that assignment towards one's grade.

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. I suggest setting aside regular hours each week for this course. Here is your access to our course this term:

<https://canvas.instructure.com/enroll/R9FEKT>

Alternatively, you can sign up at <https://canvas.instructure.com/register> and use the following join code: R9FEKT

The log in to our course is also in a live link in your LBCC email. You must use your LBCC email. Please check your LBCC email every day. You will receive notifications from me there that will assist your learning in 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 & Absences:

While this class is asynchronous, it is still set up and organized to be completed weekly, as if we were in the classroom together. This means you are responsible for logging in to Canvas each week on your own

time to complete the readings and assignments. Set aside regular times each week for this course. Please complete your work on time by the due dates.

Attending all classes is correlated to student success. Missing the equivalent of two and a half weeks in this asynchronous course results in not being able to pass. **It is not possible to pass this course if you disappear for a time period and then dump assignments all at once.** This impedes one's own learning and affects other classmates as well. Attendance metrics are all available to instructors on Canvas and my hope is to never have to 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.

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:

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the CFAR Website (<https://www.linnbenton.edu/cfar>) for steps on how to apply for services or call 541-917-4789.

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.

Requirements for success in this course:

- 1) Be prepared
- 2) Access required textbooks (tell me if you have not)
- 3) Complete your work on time
- 4) Participate and engage respectfully with your classmates
- 5) Access and use CANVAS course online

Coursework & Schedule:

Week 1 Assignment	10 points
Week 2 Assignments	9 points
Week 3 Assignment (Ethnographic Interview)	10 points
Week 4 Assignments	10 points
Week 5 Assignment	5 points
Week 6 Quiz	9 points
Week 7 Assignment	8 points
Week 8 Assignment	7 points
Week 9 Assignment	7 points
Comparative Cultures Essay	15 points
Week 10 Final Assignment	10 points

***Extra Credit option -- 5 points**

Grading:

Your grade can be cleanly calculated out of 100 points.

Total Points	Final Grade
100-90	A
89-80	B
79-70	C
69-50	D
50 and below	F