

## :: Anthropology 210: Comparative Cultures ::

**Lauren Visconti**  
Faculty, Social Sciences  
visconl@linnbenton.edu

**Ecampus course**  
**Student weekly Zoom hours: Fridays 9:00-10:00**  
**+ Always available by appointment**

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**COVID-19 Adjustments. I will miss you in the classroom this term. The good news is that I have a lot 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 with people we care about and 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
  - Check your LBCC email everyday and work through each module like a book (email + video to come on this).
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
  - 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**

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!

- 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/TDY94A>**

## **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.*

## **Technology Statement**

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**

- ❖ The last day to submit any late assignments is the last day of class (Friday, Week 10). No

assignments will be accepted towards your grade after this date.

- ❖ 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.
- ❖ If you know that an assignment will not be handed in on time, 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. *Missing the equivalent of two and a half weeks in this 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. These metrics are all 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.

***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](http://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; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public\\_report](http://linnbenton-advocate.symplicity.com/public_report)

### **Course Requirements & Grades:**

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 new 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.

### **Written Assignments/Discussions (45 points)**

The written assignments are a major portion of your grade in this course. I will by no means be counting words; however it is expected to have a *250 word minimum*, which equates to one page each. They are guided with questions, but you are always encourage to reflect on the material in a personal light. They act as an extrapolation exercise - an opportunity for you to explore how you relate to the materials in class to your existing knowledge base.. These will be graded based on whether they engage with the target material and whether they are done or not. In other words, as long as they are relevant to the course

material, feel free to digress and explore your own thoughts through writing. Additionally, you will receive points for engaging in discussion with your classmates. Commenting on someone's writing assignment is a minimum requirement, but engagement is encouraged.

### **Ethnographic Interview (15 points) due Week 3**

You will find a person over the age of sixty to interview. There is a page explaining this assignment in detail. You can find this under "Assignments".

### **[Open-book] Quiz (10 points) due Week 6**

During Week 6, you will take a quiz based on your readings. You will have one hour to complete less than ten questions so there is a significant amount of time and no need to rush.

### **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.

### **Extra-credit Assignment (optional) - (5 points) -**

Warning! This is a four hour documentary so do not count on this! Search for the BBC Documentary entitled, Century of Self by Adam Curtis. It is broken into four parts so searching "Century of Self Part 1" on YouTube can be helpful. The extra credit assignment is to watch the whole documentary, taking handwritten notes on points made that stuck out to you. Lastly, hand in a minimum one page essay reflecting on what you learned in the film and how it relates to your own life. For full credit, upload a picture of your notes in addition to the reflective essay.