

:: Anthropology 210: Comparative Cultures ::

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Ecampus Course on Canvas
Office: SSH 111 + Zoom
Always available by appointment

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 phenomenon, 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; however, you will only need to purchase one! You are welcome!

You will need to buy the following:

- Bolin, I. (2006). Growing up in a culture of respect: Child rearing in highland Peru. University of Texas Press
- 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.
 - Conformity and Conflict: Readings in Cultural Anthropology, 14th Edition By James W. Spradley, David W. McCurdy, Dianna Shandy

You must use your LBCC email to be in this course. In your email, you will find a message inviting you to our course on Canvas. If you have not signed up already do so by following these instructions. The only issues with the log in that I have come across in years is when student’s misplace their password so be mindful about the password.

Contact with your Instructor

I will always respond to your emails within 24 hours of you sending them. Please write professional emails. Address the person you are talking to and treat them more formally. Emails are different from text messages in many workplace cultures and it is good to get in the habit of this being a more formal medium.

Canvas

Our course is on Canvas. Check your *LBCC email regularly* throughout the term. Here is the log into our course. I am your point of contact for all things related to this course, including Canvas questions. If you ever have any issues, contact me immediately.

<https://canvas.instructure.com/enroll/8P3RMK>. Alternatively, you can sign up at <https://canvas.instructure.com/register> and use the following join code: **8P3RMK**

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 both in person and online must remain a safe space for us to explore our thoughts and learn. You will be expected to conduct yourself in an honest, professional, and ethical manner. Comments made on our public forum will be held to this standard diligently.

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.

Late Assignment Policy:

- ❖ Late work is accepted for less credit.
- ❖ 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. If you submit a five point assignment seven days late, I will always give you one point!
- ❖ Additionally, the last day to submit any late assignments is the last day of class before finals week. No assignments will be accepted after this date.

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 result in a zero on the dishonest assignment and risks failing the entire course.

Request for Special Needs or Accommodations

Direct questions about or requests for special needs or accommodations to the LBCC Disability Coordinator, RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone 541-917-4789 or via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232. Make sign language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

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

LBCC Basic Needs Statement

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877.

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 (10 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 (40 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.