

## **:: Introduction to Cultural Anthropology :: (16972)**

<p><b>Lauren Visconti</b> Faculty, Social Sciences <a href="mailto:visconl@linnbenton.edu">visconl@linnbenton.edu</a> Office: SSH 111</p>	<p><b>Student hours:</b></p> <ul style="list-style-type: none"><li>● Zoom appointments</li><li>● Request an appointment via email<ul style="list-style-type: none"><li>○ Monday-Friday 8:00-5:00</li><li>○ If this does not work for you due to your work schedule, we can find a time outside of these hours</li><li>○ <a href="https://linnbenton.zoom.us/j/94364885581">https://linnbenton.zoom.us/j/94364885581</a></li></ul></li></ul>
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### **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 through the lens of cultural 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?

### **Course Outcomes and Skills:**

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

- Define culture and how the concept of culture developed in Anthropology, including how anthropologists study culture via fieldwork.
- Demonstrate how language impacts culture and how globalization has impacted languages and cultures worldwide.
- Investigate how race is seen from a non-Western perspective.
- Use an anthropological perspective to consider religion, human political history, economic processes, sexuality, and health care practices.

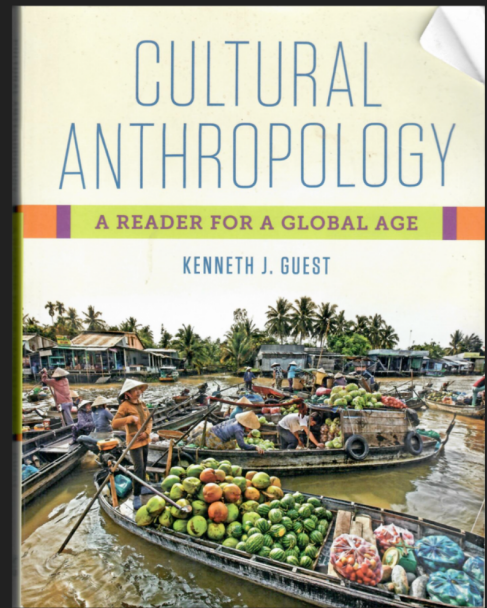
**Required Textbook & Readings: Buy this book.**

## Books required

Kenneth Guest: Cultural Anthropology. A Reader for A Global Age.

You will need to purchase this book. It is the backbone of our course. All other required readings will be provided to you in a PDF format on our learning management system (Canvas).

This author has a lot of books so make sure you purchase the reader.



\*We have many other readings in this course, but they are all provided to you in PDF form on Canvas under “Files”...in a folder labeled “readings”.

### **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 phenomena, particularly about your own culture.

### **Course Rules and Classroom Culture:**

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 and will refer you to receive assistance from our student conduct and retention manager, Jill Childress ([childrj@linnbenton.edu](mailto:childrj@linnbenton.edu)).

***Statement on Academic [Dis]honesty:*** 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.

The use of artificial intelligence or AI is included in a course conversation concerning honesty and dishonesty. *Any work written, developed, or inspired by artificial intelligence (AI) is considered plagiarism.* While the ever-changing new developments with AI will find their place in education, this place is not yet understood in the science of learning.

***Course Access:***

Please check your LBCC email every day. You will receive notifications from me there all the time 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.*

<https://canvas.instructure.com/enroll/HXCE7H>

**Late work policy**

❖ 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.

❖ We all are allowed to submit *one* late assignment in the term without penalty. The group's timely work on peer-reviewing projects and one discussion forum does not apply to this as they can not be made up. Any late assignments submitted past this one will be *marked down one letter grade* each day work is late.

➤ No late work is accepted after the closing of our course or Friday of the last week before finals.

❖ We can work together on a flexible assignment deadline for students in crisis or those who have accommodations. We will communicate about this prior to using our late policy deadline. This deadline for late work is Friday of Week 5.

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 and is required. What does attendance look like in an asynchronous online course? It looks like logging in multiple times a week and allotting time for this course.

❖ 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.

***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. Please contact [libref@linnbenton.edu](mailto:libref@linnbenton.edu)

***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](mailto:resources@linnbenton.edu) , or visit us on the web [www.linnbenton.edu/RRC](http://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.

***Contact with your Instructor***

I will always respond to your emails within 24 hours of you sending them. Please write professional emails. Emails with your professors are not text messages, require greetings and closings, and are spaces to practice communication. Also, always tell me what course you are in as well as I teach five courses each term.

I will be holding student hours for you to spend time with me both in person and/or on Zoom. If these times do not work for you, appointments are always available so just email me and let me know.

## Student Hours: Summer

- <https://linnbenton.zoom.us/j/94364885581>

**\* I am always available by appointment so please email me and request that we meet on Zoom.**

**visconl@linnbenton.edu**

### Course Outline & Readings

® = find this in the Kenneth Guest reader

© = find this under “Files”...”Readings” folder on Canvas

#### **Week 1: Welcome & Anthropology in a Global Age**

- ® Anthropology for the 21st century p. 3-6
- ® Edith Turner: There Are No Peripheries to Humanity p. 19-31

#### **Week 2: Culture, Ethnography, & Fieldwork**

- ® Reading Ethnography p. 1-2
- ® and © Jason De Leon: From the Land of Open Graves p. 7-18
- ® and © Laura Bohannon: Shakespeare in the Bush 94-104

### **Week 3: Medical Anthropology**

- ® Michele Friedner: From Valuing Deaf Worlds p. 361-372
- © Richards, Paul (2016). Introduction & Conclusion. Ebola: How a People's Science helped end an epidemic. Bloomsbury Publishing.

### **Week 4: Medical Anthropology**

- © Yesmar Oyarzun: Plantation Politics, Paranoia, and Public Health on the Frontlines of America's Covid-19 Response
- © Carla Keirns: Narrative Matters. Watching the Clock: A Mother's Hope for a Natural Birth in a Cesarean Culture

### **Week 5: Economic Anthropology**

- ® Class & Inequality p. 236-237
- © David Graeber: Read Introduction to Debt: The First 5,000 Years
- ® Phillipe Bourgois: From Jibaro to Crack Dealer: Confronting the Restructuring of Capitalism in El Barrio p. 238-249

### **Week 6: Economic Anthropology**

- ® Gillian Tett: From Fool's Gold: The Inside Story of JP Morgan
- © Robin Wall Kimmerer: The Gift of Strawberries

### **Week 7: Anthropology of Race & Racism**

- ® Unmasking Systems of Power p. 113-115
- ® Keisha Khan-Perry: "If We Didn't Have Water": Black Women's Struggles for Urban Land Rights in Brazil p. 127-133
- ® Karen Brodtkin Sacks: How Did Jews Become White Folks? P. 116-126

### **Week 8: Anthropology of Race & Racism**

- © Clancy, K. B., & Davis, J. L. (2019). Soy lent is people, and WEIRD is white: Biological anthropology, whiteness, and the limits of the WEIRD. *Annual Review of Anthropology*, 48(1), 169-186.
- ® Audra Simpson: From Mohawk Interopus
- ® Paul Farmer: Landmine Boy and Stupid Deaths

### **Week 9: Ecological Anthropology**

- © Introduction: The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living
- © Richard Wilk: Consuming Ourselves to Death: The Anthropology of Consumer Culture and Climate Change
- © Sapiens video/reading: [The Fire This Time: Black and Indigenous Ecologies](#)

### **Week 10: Ecological Anthropology**

- © Culture and Sustainability: Environmental Anthropology in the Anthropocene. From the Society for Anthropology in Community Colleges Open Educational Resource.
- © Susan Crate: “We are going underwater”.