

## *:: Introduction to Cultural Anthropology 110 :: (34262)*

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**COVID-19 Adjustments. I will miss you in the classroom. The good news is that I have a decade 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 (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
- 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:**

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

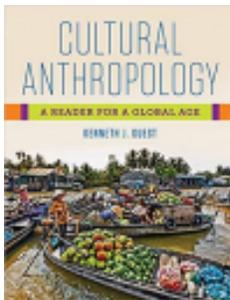
methods of anthropology, including its four main subfields: archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. The course is driven by fundamental questions, including: What is culture? How do anthropologists study human populations, both past and present? How can this field help us better understand contemporary human problems? This course fulfills the requirement for the “Social Processes and Institutions” category of the baccalaureate core by equipping students to: use theoretical frameworks to interpret the role of the individual within social processes and institutions; analyze current social issues and place them in historical context; and critique the nature, value, and limitations of the basic methods of the social sciences.

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

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

- Identify and describe the topics and methods pertaining to each subfield of anthropology
- Recognize how anthropology integrates knowledge from its various subfields in order to holistically understand human behavior and social institutions
- Understand and discuss the practical applications of anthropology in today’s world
- Show familiarity with current trends in anthropology by compiling a media portfolio

### **Required Textbook:**



Guest, K. J. (2017) *Cultural Anthropology: A Reader for a Global Age*. Norton Publishers.

If you do not have this book by the end of Week 1, email me. It is the backbone of our course. Not purchasing it is akin to attempting to build something with no tools. If you are experiencing access issues, your professors and staff are here to help.

### **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:**

*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. There is a policy about how frequently you need to be logging in and participating so refer to the absence/presence policy below.

Here is your access to our course this term:

**<https://canvas.instructure.com/enroll/B9FE7D>**

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 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.*

### **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 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 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.

### ***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 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.

**Requirements for success in this course**

- 1) Log in every week for the appropriate time for the given work from that week.
- 2) **Access required texts asap (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

**Contact with your Instructor**

I will always respond to your emails within 24 hours of you sending them. Please write professional emails. Address the human you are talking to and treat them more formally. Emails with your professors are not text messages and are spaces to practice communication. Always tell me what course you are in as well as I teach five courses each term and without seeing your beautiful faces in person, I do not memorize that online.

Also, please check on the left hand side of your screen on Canvas under “Announcements” is the Zoom link to come hang out during our optional student hours each Friday. If this time does not work for you, appointments are always available.

**Course Structure & Assignments - see Canvas.**