

:: Introduction to Anthropology

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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, 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 Texts: In order to learn and succeed in passing this course, you must have your books. Almost every assignment is connected to the readings and it is impossible to learn without them. Don't skip this step so we are able to begin to make sense of our world through anthropology and have the tools to do so...**

1. Lavenda, Robert H. and Emily A. Schultz. 2014. Anthropology: What Does it Mean to Be Human? 4th edition. Oxford: Oxford University Press. ISBN: 9780190210847.

2. Engelke, M. (2019) How to Think Like an Anthropologist. Princeton University Press. Our library has a link to this resource online here:

<https://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=5252859>

If you are experiencing access issues, let me know as soon as possible so I can help out. Our librarians are an incredible resource for both students and faculty. They are there for you as well. libref@linnbenton.edu

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 the human condition and think hard on what it means to be human in light of science.

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 (and aims to be a homepage) 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.

Course Format: 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 within the week when you can so you can balance the uncertainty that is enveloping our lives. However, we do have deadlines. A lot of them! There is a significant amount of work in our course and it is important for you to dedicate 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/YWXAEF>

You also have a live link to the course invitation 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.*

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.
- ❖ 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.*

Rushing through the material and attempting to “assignment dump” impedes one’s own learning and affects other classmates as well as there is peer interaction in this course. It also shows the low quality of the work. There are many metrics on Canvas 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. These policies are in place to help all of us engage in a healthy online learning environment.

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)

Statement on Digital Divide:

LBCC is here to help you with access to resources you need to succeed for your courses. Here is a link to the Library's page for requesting computers, 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 , 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) Log in every week for the appropriate amount of 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

Course Requirements & Grades ~ *All of these are outlined and gone over together in our course. Nothing to get overwhelmed with now, but also good to know.*

Media Portfolios (MP): Each week throughout the term, students will follow current media stories pertaining to anthropology. There are many Web-based news services that you can use, some of which include: *The New York Times, CNN, BBC News, National Public Radio, The Economist, National Geographic, The Guardian, The Smithsonian, The Washington Post, etc.* We will host a “discussion section” every Friday of each week, you will hand in a one-page (approximately 300-word) report on a media story of your choosing related to any of the course themes. You choose what you want! In each report, you should briefly summarize the story, explain its significance to anthropology, and comment on which subfield it best represents. These short reports will be turned in each week on Friday. You will have one for each week of the term, with ten total for the final media portfolio.

1.5 points per each report and *1.5 points for being a participatory educator.* In other words, if you hand in your Media Portfolio and were not in class to contribute, you receive half credit for that week's portfolio. The way we do this is through the “peer-review” function, but this is not really a “peer-review”, but rather a way to read others' work and engage by commenting on their portfolios.

The last portfolio is a reflection. I will provide a few examples from previous students on Canvas.

Teaching Projects (10 points)

In an effort to cover critical and relevant knowledge from our TEXTbook in our short 10 week course, you will be assigned one of the following articles:

- Chapter 2: Why Is Evolution Important to Anthropologists?
- Chapter 3: What Can the Study of Primates Tell Us about Human Beings?
- Chapter 13: What Can Anthropology Tell Us about Sex, Gender, and Sexuality?
- Chapter 16: How is Anthropology Applied in the Field of Medicine?

You will become an expert on this topic and teach it to your group members who have read a different article than you. You will receive your article assignment in Week 2 and teach on Friday of Week 4. This will be peer-reviewed and you will upload a copy of your presentation/notes/lesson plan on Canvas for your instructor as well. This will be discussed at length in class. You will also have some examples to guide you as well as a detailed explanation from your instructor.

Research Teaching Project (10 points) ~ Similar to the Teaching Project; however, for this one you get to choose your own research question, find answers to it, and develop a creative way to teach it to your group. These projects are explained in detail .

Reflective Review Questions

These mainly concern the Engelke book, “How to Think Like an Anthropologist” and are designed to keep you up to date on these readings each week.

Final

If you would like to prepare for your final all term, you can! Your final exam will ask you the question “what did you learn” in each module and you will write a minimum of a paragraph for each module answering this question with *providing evidence using three resources* from the week. If you keep a journal or document each week as we continue through this course, your final exam will be done!

Suggestive Course Calendar

*Note: This course does not meet live (except for optional office hours). It is set up for you to log in and everything is recorded for you so you can do things on your own time and balance your life. However, I created this calendar for you below to think about time management as if this course were meeting face to face. It is just a reference to help you manage your time. **These dates do not reflect actual due dates.** Your due dates are found on Canvas.*

Also, please see the required log in (absence/presence policy) above.

Engelke = How to think like an Anthropologist

TEXT = Anthropology: What Does it Mean to Be Human?

MP = Media Portfolio

	Monday	Wednesday	Friday
Week 1: Anthropology: The Familiar and the Strange	Introductions & Syllabus & Learning Management System (LMS)	Engelke - Introduction due	Media Portfolio (MP) #1 due TEXT Ch. 1 What is Anthropology
Week 2: Culture & VALUES	TEXT Ch. 8 “Why is the Concept of Culture Important” p. 237-256	Ch. 1 Engelke - Culture Ch. 3 Engelke -Values	TEXT: Module 3 Ethnographic Methods p. 257-271 MP # 2 due Receive assigned chapter for Teaching Project for Week 4
Week 3: CIVILIZATION:	TEXT Ch. 7 Why did humans settle down, build cities, and establish states?	Ch. 2 Engelke - Civilization	MP # 3 due *Optional kick ass reading under “Files” on Canvas by Graeber.

<p>Week 4:</p> <p>VALUE: Economic Anthropology</p>	<p>MP # 4 due</p>	<p>Ch. 4 Engelke - Value</p>	<p>Teaching Project due</p>
<p>Week 5:</p> <p>BLOOD & Human Variation</p>	<p>TEXT Ch. 5 What Can Evolutionary Theory Tell Us about Human Beings?</p>	<p>Ch. 5 Blood</p>	<p>MP # 5 due</p> <p>The Human Family Tree</p>
<p>Week 6:</p> <p>IDENTITY & Language</p>	<p>TEXT Ch. 9: Why Understanding Human Language is Important?</p>	<p>Ch. 6 Engelke -Identity</p>	<p>MP # 6 due</p>
<p>Week 7:</p> <p>AUTHORITY</p>	<p>Research Proposal due this week</p>	<p>Ch. 7 Engelke - Authority</p>	<p>Last day to hand in late assignments for credit.</p> <p>MP # 7 due</p>
<p>Week 8:</p> <p>REASON + Ways of Being and Knowing</p>	<p>TEXT Ch. 10 How do we make meaning?</p>	<p>Ch. 8 Engelke -Reason</p>	<p>MP # 8 due</p> <p>Research Teaching Project due</p>
<p>Week 9:</p> <p>NATURE, its Limits & a Biocultural Approach</p>	<p>Ch. 9 Engelke -Nature</p>		<p>MP # 9: Final Media Portfolio due</p>

Week 10: Applying Anthropology in Everyday Life	+ Read Engelke Conclusion.		Last day of class = last day to hand in on time assignments. Nothing accepted after today.
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- Final is due in accordance to LBCC's finals schedule here:
<https://www.linnbenton.edu/calendars/finals-schedule.php>