

:: Introduction to Cultural Anthropology ::

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Ecampus: Canvas
Always available by appt

Course Description:

Welcome to LBCC's Anthropology 110, Introduction to Cultural Anthropology. Anthropologists today research sites as varied as Wall Street investment banks, India's Supreme Court, cities in Nigeria, villages in Japan, Indonesian mining towns, Miami's night clubs, Occupy Wall Street, health clinics in Sweden, caves in Greece, oceanographic research ships, and San Francisco's Chinatown. Their methods often involve months or years of observing, participating in the communities they study - an approach that generates deep knowledge of the immense variety of human experience and ways of life.

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.

This course introduces students to key concepts, methods, theories, and approaches in cultural anthropology. It provides an opportunity for new analytical strategies and frameworks for understanding culture, power, language, politics, economics, inequality, race, class, gender, migration, health, and globalization. We all hold enormous assumptions about these topics and hardly tease these assumptions apart, assuming they are "natural" - and under closer scrutiny, we come to understand that they are complex cultural processes. Cultural anthropology helps provide the tools to test these assumptions so that we can better understand the contemporary world and actively engage our shared challenges.

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 create your own ideas and opinions about cultural phenomenon, particularly about your own culture.

Take responsibility for your own learning and participating in class discussions is what makes this course enjoyable!

Learning Outcomes: Upon the successful completion of the course, student should be able to:

1. Articulate an understanding of culture as a dynamic and adaptive mechanism used by humans to live a life that would be impossible if totally dependent on nature, while also recognizing that new environmental pressures and stimulus are continually at play.
2. Apply anthropological theories, insights, and methods to contemporary situations students are likely to encounter in their professional and personal lives.
3. Use cultural anthropology to understand specific societal problems in a wide variety of areas, such as medicine, education, social relationship, government, architecture, business and economic development.
4. Develop a critical understanding of cultural diversity and its implications, ultimately enhancing sensitivity to other cultures.
5. Identify and analyze complex practices, values and beliefs and the culturally and historically defined meanings of difference.

Required Textbook:

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

*This text is essential in order to succeed in this course.

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, whether it be in person or 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 and held to a high standard.

Late work 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.

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. I am your point of contact for this course, including all IT questions.

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

Participation & Engagement

Participation and engagement facilitate learning in all environments and are central to an online course. You are expected to both participate and engage with your peers in this course as a part of your grade; however, I encourage you to take your learning into your own hands and push yourself a step further than what is required.

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>