ANTHROPOLOGY 101
INTRODUCTION TO CULTURAL ANTHROPOLOGY

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Weekly schedule:

All students in all sections, Tuesdays and Fridays 11:10AM-12:00N, lecture room 714 West
Section 002 discussion (Daniel Schneider): Tuesdays 9:10-10:00AM, room 710 North
Section 003 discussion (Nadja Eisenberg): Thursdays 10:10-11:00AM, room 710 North
Section 004 discussion (Daniel Schneider): Tuesdays 3:10-4:00PM, room 710 North
Section 005 discussion (Nadja Eisenberg): Thursdays 8:10-9:00 AM, room 710 North
Section HC1 discussion (Mónica Barra): Wednesdays 12:10-1:00PM, room 710 North
Section SCH1 discussion (Mónica Barra): Wednesdays 12:10-1:00PM, room 710 North

Students are expected to attend all lectures and their discussion sections, since these frequently cover
material not in the readings. Examinations will include questions about videos shown during class. At
the beginning of the semester (and again after several weeks), students should read and carefully
consider the attached page, “How to Succeed in This Course” (If you are having difficulty, also
consult “If You Are Not Succeeding in this Course”). Students should regularly read The New York
Times and other media to increase their general knowledge about issues central to this course (e.g.,
development and underdevelopment, ethnic conflict, cultural differences, social stratification, gender
issues, indigenous peoples’ rights, etc.). This syllabus may be modified during the semester.

This course has three main objectives: (1) to provide an overview of key topics in cultural
anthropology; (2) to encourage critical thinking about key anthropological and social scientific debates,
past and present; and (3) to analyze explanations for, and causes of cross-cultural similarities and
differences. We will attempt to understand both the universal process through which human beings
constitute themselves through culture, and the great diversity of cultural forms that result. In the past,
antropologists usually studied distant and “foreign” peoples, the more different from “us” the better.
We will look at this “we/they” dichotomy in the context of today’s increasingly interconnected world
and explore what happens when anthropological tools are used not only to look at the “other,” but in the
analysis of our own complex, diverse society.

Requirements include:
active participation in lecture class and section, six reading response papers 10%
two in-class examinations 40%
one final examination 25%
a brief writing assignment (which will be described on a separate sheet) 15%
Public Anthropology Website activities and writing assignment 10%
Class participation will be judged by level of preparation, engagement in class, the quality and quantity of reading response papers, and generosity to other students. During the semester you will write a total of six reading responses (one-paragraph papers) on one or more of the articles assigned for a particular week. Students are encouraged to critically engage with the articles’ ideas and main points. Your section instructor will go over the requirements in more detail. Students should complete all assigned reading on a particular topic before the first meeting of the week in which that topic is discussed.

**TEXTBOOK AND REQUIRED READINGS**

The Public Anthropology Community Action Website has the following book available for download ($10.00) ([https://www.publicanthropology.net/index.php](https://www.publicanthropology.net/index.php)): IMPORTANT: YOU MUST REGISTER WITH THE WEBSITE TO DOWNLOAD THE BOOK (more information below).


**Additional required readings** are available through the Hunter Library’s electronic reserve (ERES) web page (more information below) and links in this syllabus.

**ELECTRONIC DEVICES IN THE CLASSROOM (LAPTOPS, TABLETS, CELL PHONES)**

Cell phones and other electronic devices must be turned off before entering class. You may not send or receive texts or calls while in class. You may not take out or consult your phone during class. If you do so, you may be asked to leave the class and will be marked absent for that day. Repeat offenders may be asked to withdraw from the course or may receive a failing grade.

If you intend to use a laptop or other electronic device in class for taking notes, please see one of the instructors and obtain and submit the required agreement form. Laptops and other electronic devices may only be used for taking notes (or for accessing brief information needed to participate in class discussions). “Accessing brief information” does not include any form of IM-ing or chatting. Any student who uses a laptop for activities unrelated to the course (social media, surfing, email, shopping, chatting) or without the required signed agreement may be asked to leave and will be marked absent for that day. Repeat offenders may be asked to withdraw from the course or may receive a failing grade.

**A NOTE ABOUT WEB-BASED LEARNING RESOURCES AND E-MAIL:**

In addition to the links to web-based required readings listed on this syllabus, the course makes use of three web-based resources: (1) a Blackboard web site (BB), (2) a Hunter Library Electronic Reserves (ERES) site, and (3) the Public Anthropology Communication Action Website based at the University of Hawaii. Students registered in this course may access all sites from any computer with an Internet connection.

You may log-in to Blackboard via the CUNY Portal: [https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp](https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp)

Information about ERES is at: [http://hunter.docutek.com/ERES/](http://hunter.docutek.com/ERES/)
Required readings listed on the syllabus (other than those in the textbook) are available through ERES or are directly accessible from links in the syllabus.

The Public Anthropology Community Action Website (PACAW) is at: https://www.publicanthropology.net/index.php We will use this site to download the book Why a Public Anthropology? Why Now?, to write brief op-ed opinion articles, and for peer evaluation of other students’ articles.

MORE DETAIL ON WEB-BASED RESOURCES IN THIS COURSE

The syllabus is available on the BB site under “Course Information.” This section will also contain FAQs about the examinations, as well some brief multiple choice testing tips. The “Assignments” section contains information about the writing requirement for the course. The two-page essay will be submitted via the “Safe Assign” feature. The “Online Gradebook” will be used to report grades for each examination and assignment.

Blackboard allows the instructor to email individual students or the entire group, but it only uses Hunter email addresses that students receive automatically when enrolling at the College. It is important that you activate your Hunter email address and check it frequently or that you set it to forward messages to an account that you check frequently.

PLEASE NOTE THAT THE INSTRUCTOR CANNOT RESOLVE TECHNICAL PROBLEMS WITH ERES OR BB. FOR PROBLEMS WITH ERES, CALL THE LIBRARY AT 212 772-4176 OR 212 772-4160 OR EMAIL evan@hunter.cuny.edu OR ddonabed@hunter.cuny.edu. FOR PROBLEMS WITH BB, CONTACT INSTRUCTIONAL COMPUTING AT 212-650-3624 OR EMAIL studenthelpdesk@hunter.cuny.edu

The Public Anthropology Community Action Website encourages students to consider ethical and political issues that make anthropology relevant in today’s world. We will spend two and a half weeks of the semester working on PACAW activities, including reading, writing short professional-style opinion (op-ed) articles, and anonymously evaluating articles written by other students from other institutions. According to PACAW, “The goal is to give students the experience of writing for a larger audience, beyond the classroom, beyond their school, in a way that attracts attention and serious consideration. It allows them to not only understand how democracy works through discussions in the public sphere but effectively participate in the process.”

A NOTE ABOUT THE USE OF PowerPoint IN THIS COURSE:

Microsoft’s PowerPoint® program has some wonderful features. A university lecturer can write unfamiliar terms on a slide and not subject students to his rusty handwriting. He can present a graph, an illustration, or an outline of key concepts. PowerPoint also has some awful effects, however. Its users tend to simplify complex ideas into easily digested bullet points. Its sophisticated graphics often mask unsophisticated content. Audiences sometimes absorb less information from a PowerPoint slide than from a roadside billboard. As a student, you will need to LISTEN to what is being said in addition to looking at or copying down what appears on the screen. And since it is impossible to anticipate students’ questions and prepare appropriate slides with responses, the instructor is likely to handwrite some words
and phrases on an old-fashioned overhead projector or an even more old-fashioned chalkboard (not a blackboard, which in this age of technological marvels now means something else— see above). So we will use PowerPoint, but we will do so in a deliberately low-tech way.

ACADEMIC INTEGRITY

Students are expected to practice academic honesty. This means no plagiarism or cheating. You are expected to understand what this means. If you do not understand or are uncertain about what constitutes cheating or plagiarism, you must ask. Penalties for plagiarism or cheating are severe; they can range from an “F” in the course to expulsion from the College. The Hunter Anthropology Department has a zero tolerance policy regarding plagiarism and cheating.

The Hunter College Senate requires that the following statement be included on all syllabi:

“The Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

COURSE LECTURE SCHEDULE AND REQUIRED READINGS

NOTE: THIS SCHEDULE LISTS LECTURES, NOT DISCUSSION SECTION MEETINGS (For weekly discussion section schedule, see page 1 of this syllabus).

Week I (Tues. Jan. 29 & Fri. Feb. 1): Course Introduction-- The scope of anthropology and how we learn—or don’t learn
4. Read pp. 1-4 and 10-12 of this syllabus.

(Recommended readings and video viewing):
Week II (Tues. Feb. 5 & Fri. Feb. 8): Ethnography, Ethics, Interpretation and Objectivity

Debates about Culture and Cultural Relativism
TWO -PAGE PAPER ASSIGNMENT DISTRIBUTED
http://pubpages.unh.edu/~dml3/880williams.htm#N_1

Week IV (Tues. Feb. 19 & Fri. Feb. 22)
Human Variation, Race, and Ethnicity (I): Biologizing Difference, Naturalizing “Race”
TWO-PAGE PAPER DRAFTS DUE IN DISCUSSION SECTION MEETING.
Week V (Tues. Feb. 26, Fri. Mar. 1)

Human Variation, Race, and Ethnicity (II): Health, Medicine, Forensics, Racism

NOTE: The SSRC website contains a link to a Talking Glossary of Genetic Terms See also the glossary at [Link]

Week VI (Tues. Mar. 5, Fri. Mar. 8)

Migration and Criminality, Social Inequalities

FINAL DRAFT OF TWO-PAGE PAPER DUE MARCH 8 (SUBMIT THROUGH BLACKBOARD “SAFE ASSIGN” FEATURE).
4. Stiglitz, Joseph E. 2011. “Inequality: Of the 1%, by the 1%, for the 1%.” Vanity Fair (May) [Link]
8. “U.S. Income Inequality Worse Than Many Latin American Countries.” Huffington Post (Jan. 27, 2013) [Link]
Week VII (Tues. Mar. 12, Fri. Mar. 15)
Urban Anthropology, Urban Environments

EXAMINATION #1 ON FRI. MARCH 22.

VACATION MARCH 25-APRIL 2

Week IX (Fri. Apr. 5)
Gender Relations: Key Concepts and Debates
http://www.anthropology-news.org/index.php/2012/06/15/some-of-their-parts/
http://www.nytimes.com/2009/05/12/opinion/12boylan.html
Week X (Tues. Apr. 9, Fri. Apr. 12)
Public Anthropology website activities
BEGIN DRAFTING SHORT ARTICLES FOR PUBLIC ANTHROPOLOGY WEBSITE
2. Background information on the Public Anthropology website

Week XII (Tues. Apr. 16, Fri. Apr. 19)
Ritual, Religion and the Supernatural

Week XIII (Tues. Apr. 23 & Fri. Apr. 26)
FINISH PUBLIC ANTHROPOLOGY WEBSITE ACTIVITIES BY WEDNESDAY, APRIL 24
Families, Birth, Marriage, Death, Ancestors, Demographic Transitions
Week XIV (Tues. Apr. 30, Fri. May 3)
EXAMINATION # 2 ON FRIDAY, MAY 3

Labor under Capitalism

Week XV (Tues. May 7, Fri. May 10)
Language, Communication, and Culture
7. Elfyn, Menna. “‘Untranslatable Words: ‘Glas,’” from OpenDemocracy.net (ERES)

Week XIV (Tues. May 14, NO CLASS on Fri. May 17)
TUESDAY WILL BE A REVIEW SESSION FOR THE FINAL EXAMINATION. BRING QUESTIONS.

FINAL EXAM DATE AND TIME: Tuesday, May 21, 2013 from 9:00am to 11am.
HOW TO SUCCEED IN THIS COURSE

Much recent research indicates that students who tend to learn and to succeed in college:

1. study by themselves for more hours each week,
2. take classes that are rigorous and reflect high expectations,
3. come to every class having completed all assigned reading,
4. ask questions and contribute observations in class,
5. are required to write frequently and extensively,
6. arrive on time and do not drift anonymously in and out of the classroom,
7. take extensive notes on assigned readings, classroom discussions and lectures.

Since you are in college because you want to get an education and earn a degree, I imagine that you want to succeed. Get to know other students in the class to study, to prepare for exams and, if you miss a class, to borrow notes. Get their phone numbers and emails. If you have any difficulty with written or spoken English—and especially if English is not the language you speak and write best—get to know (and get the phone number of) at least one fellow student who is a proficient, native speaker of English.

In order to do well in this course, you must take notes in class and on your reading. This also keeps you engaged while in class. Whether in class, at home or in the library, always try to write down the major points of what you just heard or read. Outline the argument or key ideas. Think about why the instructor or author thought it worth making those points and about how they may relate to other issues discussed in class or in the reading. When you encounter unfamiliar words, look them up and/or consult the instructor. Finally, write down your own thoughts about what you heard.

To avoid anonymity and to make learning an effective, active process of dialogue, you must participate actively in class. This means that you must ask when you have a question, even if you are not accustomed to speaking in front of others.

8. Raise questions.
9. Clarify points.
10. Overcome shyness.
11. Share your knowledge, insights, and experiences.

Feel free to challenge the views of the instructor or other students. In order to do so effectively, please follow three basic rules:

12. Be courteous. Do not interrupt, but wait until the speaker has finished making his/her point. Make a note of what you want to say, so that you don’t forget it.
13. Be logical when you argue. Base what you have to say on evidence from the readings, lectures or your own knowledge.
14. Be tolerant of how others express themselves. Your fellow students may speak English differently than you or have opinions that you don’t share. You may still learn a lot from them. By creating a comfortable space for them to share their ideas, you also make it easier for you to express yourself.

I strongly urge you to see me during office hours or at another mutually convenient time to discuss any questions or problems. Students who don’t seek help when they need it have only themselves to blame if they don’t do well.

Finally, even if you are taking this course to fulfill a distribution requirement rather than for your major, try to enjoy it and do well. The only way to do so is to engage enthusiastically in learning for learning’s sake.

An Ibo (an ethnic group in Nigeria) proverb reads:

Not to know is bad, not to wish to know is worse, not to hope is unthinkable, not to care is unforgivable.
IF YOU ARE NOT SUCCEEDING IN THIS COURSE

In every large course, some students get into serious difficulty. The reasons may range from taking on too many courses (or courses that are more demanding than anticipated), too many work or family responsibilities, learning or physical disabilities, major illness, emotional crises, language problems, emergencies, poor study habits, or lack of interest.

If, for any reason, you think that you might be in academic trouble in this course, it is extremely important that you take the following steps:

1. Consult the instructor immediately about how you are doing and what your options might be. Do not wait to do this. Do not be shy about doing this. Sometimes it is possible to catch up and do well.

2. If necessary, withdraw from the course before Friday, March 12, 2013. Otherwise you may receive a WU (withdrawal unauthorized) or an F grade on your transcript. This may cause you problems later in life (for example, when applying for a job or to a graduate or professional school).

3. If the deadline to withdraw has passed and you are not doing well in the course, you may be able to exercise the C/NC (credit/no credit option), if you complete all of the course work. This will give you a grade of either “credit” (passing) or “no credit” on your transcript. “No credit” is better than “F” or “WU.” To exercise the C/NC option you must sign the form and have the instructor sign the form before the date of the final exam.

Hunter College has the following resources available for students who are experiencing academic or other difficulties:

Advising Services: East Building, room 1119, tel. 212 772-4882, AdvisingServices@hunter.cuny.edu

Reading/Writing Center: Thomas Hunter Hall, Room 416, tel. 212 772-4212, http://rwc.hunter.cuny.edu/

Counseling Services: East Building, room 1123, tel. 212 772-4931, PersonalCounseling@hunter.cuny.edu

Center for Student Achievement (workshops on test-taking, time management, effective study practices), West Building, room 417 cfsa@hunter.cuny.edu

Office of Accessibility (for students with learning or physical disabilities): East Building, room 1124, tel. 212 772-4857, AccessABILITY@hunter.cuny.edu

These offices are staffed by highly trained professionals who are there to help you. If you are in trouble of any kind, it is imperative that you contact the appropriate office and receive assistance.
IF YOU WOULD LIKE TO LEARN MORE ABOUT ANTHROPOLOGY

An introductory course in cultural anthropology can only begin to scratch the surface of this vast and very exciting field. The Anthropology Department at Hunter College also offers introductory courses in biological (physical), linguistic and archaeological anthropology. It offers a wide range of upper-level courses in all four subfields of anthropology. Many of these courses fulfill requirements for the undergraduate degree, even for students specializing in other fields.

Anthropology majors take courses in all four subfields. The Department also offers minors in general anthropology, cultural anthropology, physical anthropology, linguistic anthropology, and archaeology. If you decide to major in anthropology, fill in this form and bring it to the Department’s undergraduate adviser. If you would like to minor in one of the anthropology minors, fill in this form.

Some people wonder what kinds of careers are possible for a student who majors in anthropology. The Careers in Anthropology section of the Hunter Anthropology website is a good place to start to explore this question. It contains a large number of links to information on non-academic and academic careers for students at all levels.

Careers in Anthropology from the American Anthropological Association
Careers in Applied Anthropology from the National Association for the Practice of Anthropology (NAPA)
Anthropologists at Work Q&A (NAPA)
Careers in Historical Archaeology from the Society for Historical Archaeology
Careers in U.S. Archaeology from Texas A&M University
Jobs, Internships, Grants from the New School for Social Research
Jobs in Higher Education, Chronicle of Higher Education
US Government jobs
Careers in International Development from Harvard University
Careers in International Development and Policy from SIPA, Columbia
Career listings from the Idealist.org
International Development Careers from Devex
UNDP Leadership Development Programme
Presidential Management Fellowship
UNICEF's New and Emerging Talent Initiative
"Anthropology without Doctorates" by Dan Berrett, Inside Higher Ed
Masters' Career Pathways, AAA Committee on Practicing, Applied and Public IntERESst Anthropology
"What I Tell My Graduate Students" by Lennard Davis, Chronicle of Higher Education
"Tips for PhD Students of Color" [and others] by Christine Folch
SSRC video discussion on publishing your first scholarly book