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, anthropologists 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.

Students are expected to attend all lectures, since these frequently cover material not in the readings. Examinations will include questions about lectures, readings, and 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.).

Requirements include:
- Active participation in class discussions and debates 10%
- Three in-class examinations @ 15% each 45%
- One final examination 20%
- A brief writing assignment (which will be described on a separate sheet) 15%
- Community Action Website activities and writing assignment 10%

Class participation will be judged by level of preparation, engagement in class, and generosity to other students. Students should complete all assigned reading on a particular topic before the first meeting of the week in which that topic is discussed.

Disclaimer and cautions:
This syllabus may be modified during the semester. Some readings may challenge students’ core beliefs and identities. Some contain graphic and disturbing descriptions of war, sexual and other violence, torture, cruelty, exploitation, racism, classism, sexism, colonialism, fanaticism, pathological consumerism and greed, environmental catastrophes, and human suffering. If any of this causes distress, please see the instructor and/or the section on “Resources” at the end of this syllabus, which lists counseling options at Hunter.
TEXTBOOKS AND REQUIRED READINGS

The Public Anthropology Community Action Website has the following book available for download ($15.00) (https://www.publicanthropology.net/index.php): IMPORTANT: YOU MUST REGISTER WITH THE WEBSITE TO DOWNLOAD THE BOOK (more information below).


Shakespeare’s Books (Lexington Ave., bet. 68 and 69 Streets) has ordered the following book:


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

COMMUNITY ACTION WEBSITE AND PUBLIC ANTHROPOLOGY

Using the internet to draw students at various universities together into an intellectual community, the Public Anthropology Community Action Website encourages students to consider important issues at the interface of anthropology and the contemporary world. Participating in the Community Action Website project helps students improve both their critical thinking and writing skills. The focus of this year’s project is climate change.

Students will write Op-Eds — or opinion pieces of roughly 300 to 700 words — expressing their views on the steps that should be taken to address the issue being considered. They will also evaluate four Op-Eds written by students at other universities. Past participants have played a critical role in encouraging prominent institutions to move toward more ethical actions. Authors of the best Op-Ed articles receive a Public Anthropology award certificate and public recognition on the project’s and Hunter’s websites.

Students pay a $15 register fee to participate in the project. The cost of the book students read (Why a Public Anthropology?) is included in the registration fee. Once registered, students have full access to the website, a copy of the book used with the project, and all activities associated with the project. They also have a free help email address to assist them with any problems. Students must register at the website by Thursday, October 4, and complete the entire project by Wednesday, October 24, to receive a grade for this part of the course.

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

Cell phones and other electronic devices must be turned off before entering class. Turn them off. Do not just put them on vibrate. You may not send or receive texts, DMs, emails 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.

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, homework) may be asked to leave and will be marked absent for that day. Repeat offenders may be asked to withdraw from the course or receive a failing grade. Students should seriously consider whether using a laptop will help them to do better in the course (evidence that we discuss in week 2 indicates that it generally does not).
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 Community Action Website (PACAW) 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 or CUNYFirst.

The E-Reserves (ERES) site is at: http://libguides.library.hunter.cuny.edu/er.php?course_id=45289. The password is edelman101 no space, lower case and no caps. Please use Firefox, not Internet Explorer. Required readings listed on the syllabus (other than the assigned books) 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?, 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 Blackboard’s “Safe Assign” feature. The “Online Gradebook” will be used to report grades for examinations and assignments.

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 import messages to an account that you check frequently. You must also use your Hunter email to register at the Public Anthropology Community Action Website (PACAW).

PLEASE NOTE THAT THE INSTRUCTOR CANNOT RESOLVE TECHNICAL PROBLEMS WITH ERES, BB OR PACAW. FOR PROBLEMS WITH ERES, CALL THE LIBRARY AT 212 772-4176 OR 212 772-4160 OR EMAIL Clay Williams OR Ilan Zelazny. FOR PROBLEMS WITH BB, CONTACT INSTRUCTIONAL COMPUTING AT 212-650-3624 OR EMAIL studenthelpdesk@hunter.cuny.edu. FOR ISSUES WITH PACAW, USE THE PACAW HELP EMAIL YOU RECEIVE WHEN YOU REGISTER AT THE SITE.

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 a board or overhead projector. So we will use PowerPoint, but we will do so in a deliberately low-tech way. PowerPoint slides will not be shared with students, so please don’t ask. It won’t help you (at least, not much) to photograph the slides, so don’t try. Your phone is supposed to be off and
the simplified information on the slides won’t help in grasping complex concepts.

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:

“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.”

HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf

AMERICANS WITH DISABILITIES ACT STATEMENT

In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College’s students with learning differences (e.g., dyslexia), disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointments, contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 or (646) 755-3129.
COURSE SCHEDULE AND REQUIRED READINGS

Week 1 (Mon. Aug. 27 & Thurs. Aug. 30):
Introduction-- The scope of anthropology, ethnography, thinking cross-culturally and trans-historically


2. Borofsky, Why a Public Anthropology?, pp. 1-17. (CHAPTER 1 IS ON ERES)


5. Read pp. 1-4 and 11-13 of this syllabus.

NO CLASS ON LABOR DAY Mon. Sept. 3

Week 2 (Thurs. Sept. 6):
How we learn — or not


NO CLASS ON Mon. Sept. 10
Week 3 (Thurs. Sept. 13):
Debates about Culture, Cultural Relativism, Universal Human Rights
TWO-PAGE PAPER ASSIGNMENT DISTRIBUTED


Week 4 (Mon. Sept. 17 & Thurs. Sept. 20):
Human Variation, Race, and Ethnicity: Biologizing Difference, Naturalizing “Race”


Week 5 (Mon. Sept. 24 & Thurs. Sept. 27): Wealth and Income Inequality
TWO-PAGE PAPERS DUE BEFORE CLASS ON SEPT. 27


Week 6 (Mon. Oct. 1 & Thurs. Oct. 4):

REGISTER AT THE COMMUNITY ACTION WEBSITE AND DOWNLOAD BOOK

EXAMINATION #1 ON THURSDAY

NO CLASS ON INDIGENOUS PEOPLES’ DAY aka Columbus Day, Mon. Oct. 10
Week 7 (Thurs. Oct. 11): The “Anthropocene”: Human Impacts on Planet Earth
COMMUNITY ACTION WEBSITE ACTION PERIOD BEGINS.
WRITE AND SUBMIT SHORT ARTICLE FOR COMMUNITY ACTION WEBSITE.


2. Background information on climate change on the Public Anthropology website


Week 8 (Mon. Oct. 15 & Thurs. Oct. 18): Gender and Intersectionality


FINISH COMMUNITY ACTION WEBSITE ACTIVITIES BY WED. OCT. 24.


Week 10 (Mon. Oct. 29 & Thurs. Nov. 1): Migration and Social Suffering (II)
EXAMINATION #2 ON THURSDAY

1. De León, Jason. 2015. The Land of Open Graves, pp. 89-144.

Week 11 (Mon. Nov. 5 & Thurs. Nov. 8): Migration and Social Suffering (III)

Week 12 (Mon. Nov. 12 & Thurs. Nov. 15): Religion, Secularism and the Supernatural


Week 13 (Mon. Nov. 19): What Can We Learn from Poultry?

NO CLASS ON THE NATIONAL DAY OF MOURNING aka Thanksgiving, Thurs. Nov. 22


Week 14 (Mon. Nov. 26 & Thurs. Nov. 29): Families, Birth, Marriage, Death, Ancestors, Demographic Transitions

EXAMINATION # 3 ON MONDAY


Week 15 (Mon. Dec. 3 & Thurs. Dec. 6): Language, Communication, and Culture


Week 16 (Mon. Dec. 10)

THIS WILL BE A REVIEW SESSION FOR THE FINAL EXAMINATION. BRING QUESTIONS. THURS. DEC. 13 IS A READING DAY. NO CLASS.
FINAL EXAM DATE AND TIME: THURS. DEC. 20 from 1:45-3:45pm.
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. refrain from electronic and other distractions when in class and studying,
8. 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 or criticisms. When you do this, you will notice that making sense of, and remembering, what you read and hear will be much easier. You will also sharpen your own capacity for critical thinking. 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.

9. Raise questions.
10. Clarify points.
11. Overcome shyness.
12. 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:

13. 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.
14. Be logical when you argue. Base what you have to say on evidence from the readings, lectures or your own knowledge.
15. 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 differences, 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. If you receive a poor grade on the first assignments, you must come see me immediately. There is still a possibility of doing well if you address issues promptly.

2. If necessary, withdraw from the course before Tuesday, November 6, 2018. 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, including the final exam. 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. If you have not completed all work, you are not eligible to exercise the C/NC option.

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 differences 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.
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 disciplines. The Department also runs summer field schools where students get hands-on research experience.

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 IntERESt Anthropology
"What I Tell My Graduate Students" by Lennard Davis, Chronicle of Higher Education
SSRC video discussion on publishing your first scholarly book