**City University of New York**

**Baruch College**

**Department of Sociology and Anthropology**

**ANT 1001- Introduction to Anthropology**

### Fall 2023

**Instructor:** Eddie Joel Pesante-González

**Course Code**: ANT 1001

**Class sessions**: Mondays and Wednesdays 9:05 am-10:20 am

**Room:**

**Office Hours:** 11:00 am-12:00 pm and by appointment

**Email**: epesantegonzalez@gradcenter.cuny.edu

**Course Description**

“Cultural anthropology draws on the humanities, social sciences, and natural sciences to explore human variation in peoples’ practices, values, identities, and institutions, and the nature of human conflict. ANT 1001 challenges students to critically examine: what is “cultural,” what is “natural?” How do race, class, gender, sexuality, science and technology, politics and the economy, and globalization shape the contemporary world? Regardless of the focus—arts and sciences, business, or policymaking—anthropology equips Baruch students to engage a multi-cultural and interconnected world.”[[1]](#footnote-1)

Students will examine the concept of culture from a historical and global perspective and learn tools for cross-cultural comparative analysis with an emphasis on critical thinking with cultural values and practices, variation in human behavior, the organization of social life, and the making of cultural identity. Cross-cultural topics include subsistence, power, law, language, gender, family and kinship, and the impact of globalization on human societies. Students will also learn fundamental concepts in anthropology to better understand the causes and conditions of our contemporary world.

**This course has three main objectives:**

(1) To provide an overview of key topics in cultural anthropology.

(2) To encourage critical thinking about crucial anthropological and social scientific debates, past and present; and

(3) To analyze explanations for and causes of cross-cultural similarities and differences.

**Learning Goals:**

By the end of this course, students should be able:

* To identify the subject matter of cultural anthropology and its development as an academic discipline and practice over time.
* To demonstrate an understanding of the research methods used by cultural anthropology.
* To demonstrate a critical understanding of the concept of culture as used in anthropology.
* Reflect on the learning process to become more aware of it as it happens.

**Course Policies**

**Accessibility**

I am happy to make any accommodations notified through the [Office of Accessibility Services](http://www.jjay.cuny.edu/accessibility). For more information, please visit their page on the Baruch College website. Students who believe they may need accommodation due to a disability are encouraged to immediately contact [Student Disability Services](https://studentaffairs.baruch.cuny.edu/student-disability-services/) (disability.services@baruch.cuny.edu). Students are welcome but not required to speak privately with the instructor to discuss specific class needs. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

**Mobile Equipment Use:**

In the classroom, I will allow the use of tablets/laptops only for notetaking. Student using these equipment for non-class related activities will lose points of attendance. Other mobile equipment, such as cell phones, are only allowed during class hours if I require it. The classroom experience depends on active participation, and using certain mobile equipment can be disturbing both to me and your classmates. If I notice a pattern of a student using their cell phones, they will lose half of their attendance grade.

**Wellness and Student Resources**

Visit the Students’ Affairs [website](https://students.baruch.cuny.edu/) for a full list of student support resources: http://www.jjay.cuny.edu/students. They include:

* Early Learning Center, <https://studentaffairs.baruch.cuny.edu/early-learning-center/>
* [Health Services](https://studentaffairs.baruch.cuny.edu/health/)
* [Veterans Student Support](https://studentaffairs.baruch.cuny.edu/veterans/)
* [Food Access](https://studentaffairs.baruch.cuny.edu/dean-of-students/food/)
* [International Student Service Center](https://enrollmentmanagement.baruch.cuny.edu/international-student-service-center/)
* [Counseling Center](https://studentaffairs.baruch.cuny.edu/counseling/)

**Attendance**

Attending and participating in this class is important for helping to understand the material and to develop skills that are important for success in college and beyond. If you miss a class due to an emergency, illness, mental health, and so on, please make every effort to notify me as close to the absence as possible. Remember to reach out and communicate me any issues you may be experiencing for me to offer any support. You are allowed three absences no questions asked during this semester. After five absences, students will receive an automatic reduction of one grade. Please note that attendance is more than just being present physically. It requires active participation, speaking, listening, taking notes, and preparing for class properly.

**Classroom Behavior**

Students are always expected to maintain a tone of respect. This class must provide a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. I will not tolerate racial, sexual harassment, or any forms of harassment in the classroom.

**Academic Integrity**

Academic dishonesty, in any form, is not acceptable. Please see me if

you are unsure about how to cite sources correctly. The Academic Affairs Website cites that:

“Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college’s educational mission and the students’ personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”

I greatly encourage you to use the Writing Center as a resource. For more information or to make an appointment: visit the WC website (<https://blogs.baruch.cuny.edu/writingcenter/>). The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper to writing and then proofreading it.

**Formatting and Submission Rules**

All assignments must be typed in Times New Roman, 12 pt. font, double-spaced, and with one-inch margins. Do not include a title page. Instead, include your name, course, and assignment information in the upper left corner. A reference list must be included at the end of each assignment (where references are used). If these rules are not followed, the student will lose points on the assignment.

**Holidays**

|  |  |
| --- | --- |
| **September** |  |
|  | **4**  |
|  | **15-17** |
|  | **24-25** |
| **October** |  |
|  | **9** |
|  | **10 (Classes follow Monday Schedule)** |
| **November** |  |
|  | **22-26** |

**Grading**

|  |  |
| --- | --- |
| **Task** | **Grades value** |
| **Participation/Attendance**  | **20 % or 100 points** |
| **Ethnographic and Cultural Laboratories**  | **20% or 100 points**  |
| **Multiple-Choice Exam (MIDTERM)** | **20% or 100 points** |
| **Class Exercises (2)** | **20% or 100 points** |
| **Final Paper** | **20% or 100 points**  |
| **Total** | **100% or 500 points** |

**Assignments**

**Participation**

For this exercise students will select five topics discussed and class and submit two questions or commentaries about the course's readings in the Discussion section in Blackboard. The Discussion Board is due before 8:30 am on Monday. This exercise is important to ensure that each student can tackle any comments or questions found while reading. Student can submit an additional two posts as bonus for the class. (5 commentaries at 10 points each=50 points in total).

* What is the main topic or question?
* What did you like best about this reading?
* What did you like least about this reading?
* How do the assigned readings relate to each other? How do they relate to other books or articles you have read?

**Ethnographic and Cultural Laboratories (Due December 11th at 11:59pm through Blackboard)**

Students will submit (1) ethnographic laboratory. It consists of students visiting at least two events on campus (approved by the professor), and they will take detailed ethnographic notes. The idea is that you will observe, for at least two hours, and describe, in the best-detailed way, how people interact in different activities or spaces. Ideally, students should submit this work one week after the event. However, they will have until the last day of classes to submit this work on Blackboard.

**MIDTERM (Multiple Choice Exam) (Due October 20th at 11:59p,)**

The first partial exam will cover the first part of the course until the section on Ethnicity and Nationalism. The exam will be open on Wednesday the 18th at 11:00 am and close on Friday the 20th at 11:59 pm. The professor will give more details as we get close to the date.

**Final Paper (Due December 20th at 11:59pm)**

**Reminders:**

* It would be best if you read before coming to class. If I notice a pattern of students not coming to class prepared, I will deduct the participation points from the **WHOLE** class.
* When in doubt, always ask. The classroom is a space for learning, transformation, security, and community. If so, you must be comfortable emailing me about any issue you encounter.
* Please note that all assignments must be submitted by the due date. Late assignments will lose 5 points per day and will receive a zero after 3 days late. Students must make every effort to notify the professor in advance if they miss an exam. Contact me to arrange a make-up assignment. Late submissions of online examinations will only be accepted in emergencies – please notify me as soon as possible.
* If a student contacts me on the weekend, after 8:00 pm, or before an assignment is due, do not expect an immediate response. The best approach is to email with enough time for me to respond.

**Recommended texts**

Guest, Kenneth J. 2022. *Essentials of Cultural Anthropology: A Toolkit for a Global Age*. New

York: W.W. Norton & Company. ISBN: 978-0-393-42852-0.

*Perspectives: An Open invitation to Cultural Anthropology*, 2nd Ed. Nina Brown, Laura Tubelle

de González, and Thomas McIlwraith. Washington, D.C.: American Anthropological Association. (Available on Blackboard)

Welsch, Robert L. and Luis Vivanco. *Cultural Anthropology: Asking Questions About Humanity*.

New York: Oxford University Press, 2021.

**Readings**

This is a “Zero Textbook Cost” course, meaning you need no textbooks to purchase. All readings and materials for this class will be available on Blackboard. If you are having a problem accessing a reading, please notify me as soon as possible.

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Session** | **Topic** | **Materials** | **Assignments**  |
| **Week I** | **I: The Scope of Cultural Anthropology** |  |   |
| **August** | 2830 | Syllabus*Perspectives,* Chapter 1 |  |
| **Week 2****September 4-6** |  |  |  |
|  | 46 |  No class*Perspectives*, The Culture Concept |   |
| **Week 3****11-13** | **II: Fieldwork**  |  |  |
|  | 1517 | *Perspective*, Doing Fieldwork: Methods in Cultural Anthropology“Looking to the Past from Behind the Windshield of a Car: Car Riding as Ethnographic Research Tool in Belfast”  |  |
| **Week 4****18-20** | **III: Race and Racism** |  |  |
|  | 1820 | *Perspective*, Race (204-220) Mullings “Interrogating Racism: Towards an Antiracist Anthropology”  |   |
| **Week 5****25-27** | **IV: Ethnicity and Nationalism**  |  |  |
|  | 2527 | No Class*Perspective*, Ethnicity (220-229)  |  |
| **Week 6****October 2-4** | **V: Ethnicity and Nationalism, and Midterm** |  |  |
|  | 24 | “Introduction” in *Imagined Communities: Reflections on the Origin and Spread of Nationalism* Review for Midterm (No readings assigned)  |   |
| **Week 7** | **VI: Gender and Sexuality** |  |  |
| **10-11****9 No class****10 Monday Schedule**  | 1011 | *Perspectives*, Gender and Sexuality “Childbearing against the State? Asylum Seeker Women in the Irish Republic.” |  |
| **Week 8** | **VII: Families, Kinship, and Marriage** |  |  |
| **16-18** | 1618 | *Perspectives*, Family and MarriageGoldstein, Melvyn. 1987. “When Brothers Share a Wife,” pp. 214-220.  |  |
| **Week 9** | **VIII: Foodways** |  |  |
| **23-25** | 2325  | “Foodways” (Welsch and Vivanco)“Feeding the Crisis” |  |
| **Week 10** | **IX: Globalization, Colonialism, and Development** |  |  |
| **30-November 1** | 301 | *Perspective*, Globalization“From the History of Colonial Anthropology to the Anthropology of Western Hegemony.” |  |
| **Week 11** | **X: Economics**  |  |  |
| **6-8** | 68 | *Perspective*, Economics “The Lens of Brexit” Examining Cultural Divisions Among Northern Ireland Farmers”  |  |
| **Week 12** | **XI: Politics and Power** |  |  |
| **13-15** | 1315 | *Perspective*, Political Anthropology “‘Landmine Boy’ and Stupid Deaths” |  |
| **Week 13****May****3-5** | **XII: Religion** |  |  |
| **20-22** | 2022 | *Perspective*, Religion No Class  |  |
| **Week 14** | **XIII: Environment and Sustainability** |  |  |
| **May****27-29** | 2729 | *Perspective*, Environmental Anthropology in the Anthropocene “Environmental gentrification: sustainability and the just city” |  |
| **Week 15** | **XIV: Engaged and Public Anthropology** |  |  |
| **December 4-6** | 46 | *Perspectives*, Public Anthropology“Producing Knowledge for Public Use: New Challenges in the U.S. Academy” | Recap and submission of all remaining work.Class Exercise |
| **Week 16** | **Last Day of Classes** |  |  |
|  | 11 | Discussion of Final Assignment  |  |

1. Official catalogue description of the course. [↑](#footnote-ref-1)