

City University of New York (CUNY)

## CUNY Academic Works

---

Open Educational Resources

CUNY School of Professional Studies

---

2021

### **ANTH 101: Introduction to Cultural Anthropology**

CUNY School of Professional Studies

[How does access to this work benefit you? Let us know!](#)

More information about this work at: [https://academicworks.cuny.edu/sps\\_oers/5](https://academicworks.cuny.edu/sps_oers/5)

Discover additional works at: <https://academicworks.cuny.edu>

---

This work is made publicly available by the City University of New York (CUNY).  
Contact: [AcademicWorks@cuny.edu](mailto:AcademicWorks@cuny.edu)

# CUNY School of Professional Studies

## ANTH 101: Introduction to Cultural Anthropology

General Education

**Flexible Core A - World Culture and Global Issues**

**Credits:** 3 credits, Undergraduate

**Prerequisites:** None

### COURSE DESCRIPTION

Introduction to Cultural Anthropology explores fundamental questions about what it means to be human through a comparative study of different cultures. Anthropology seeks to understand how culture both shapes societies, from the smallest island in the South Pacific to the largest Asian metropolis, and affects the way institutions work, from scientific laboratories to Christian mega-churches. It provides a framework for analyzing diverse facets of human experience such as gender, ethnicity, language, politics, economics, and art.

### COURSE-SPECIFIC LEARNING OBJECTIVES

Students will:

1. Describe the key theories, terms, ideas, theorists and history of the field of anthropology;
2. Identify concepts of culture and its role in human adaptation;
3. Apply anthropological concepts through a fieldwork project and written assignments;
4. Evaluate cultural relativism with respect to examining and understanding cultures other than our own; and
5. Provide examples of morally acceptable/morally questionable actions in the conducting of fieldwork, and explain why they are ethically acceptable or questionable.

### FLEXIBLE CORE AREA LEARNING OUTCOMES – World Cultures and Global Issues

Students will:

- A. Gather, interpret, and assess information from a variety of sources and points of view.
- B. Evaluate evidence and arguments critically or analytically.
- C. Produce well-reasoned written or oral arguments using evidence to support conclusions.
- D. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- E. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- F. Analyze the historical development of one or more non-U.S. societies.
- G. Analyze the significance of one or more major movements that have shaped the world's societies.
- H. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- I. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

This course addresses Common Core Learning Outcomes A, B, C, D, E, and G.

## REQUIRED TEXT & LEARNING MATERIALS

This is a Zero Textbook Cost (ZTC) course. All required readings, including the textbook, will be provided free of charge through the course site.

### Textbook:

American Anthropological Association (2017). [Perspectives: An Open Invitation to Cultural Anthropology](#). Arlington, VA ISBN: 978-1-931303-55-2.

### Other resources:

[Anthropology's code of ethics](#)

Bielo, James. "City of Man, City of God: The Re-Urbanization of American Evangelicals." *City & Society* 23, no S1 (2011): 2-23.

Bohannon, Paul. "Some Principles of Exchange and Investment among the Tiv." *American Anthropologist* 59, no. 1 (1955): 60-70.

Ginsburg, Faye. "Indigenous Media: Faustian Contract or Global Village?" *Cultural Anthropology* 6(1): 94.

Kulick, Don. "[The Gender of Brazilian Transgendered Prostitutes](#)." *American Anthropologist* 99, no. 3 (1997): 574-85.

Lockhart, Chris. "The life and death of a street boy in East Africa: everyday violence in the time of AIDS." *Medical Anthropology Quarterly* 22 (2008): 94-115.

Low, Seta. "Maintaining Whiteness: The Fear of Others and Niceness." *Transforming Anthropology* 17, no 2, (2009): 79-92.

Pfeiffer, James. "African Independent Churches in Mozambique: Healing the Afflictions of Inequality." *Medical Anthropology Quarterly* 16, no 2 (2002): 176-199

Singer, Merrill. "Why I Am Not a Public Anthropologist." *Anthropology News* 41 no. 6 (2000):6-7.

Stoller, Paul. "[Spaces, Places, and Fields: The Politics of West African Trading in New York City's Informal Economy](#)." *American Anthropologist* 98, no 4 (1996): 776-788.

## ASSIGNMENT DESCRIPTIONS AND WEIGHTINGS

Assignment	Percentage
<p><b>Discussion Board Responses: 15 @ 10 points=150 points</b></p> <p>Students address open-ended prompts covering major points from the class readings, short writing or research tasks, or specific topics related to the development of their research topics. Students will post their own critical perspectives and engage with their classmates. Students will be expected to fully engage with course materials and with their peers over the Semester. Students will also post their course reflections on their learning in the course at the end of the Semester. The reflections must be clearly written, well organized and original work, referencing specific learning activities from this course. The fifteen discussion Board responses are worth a maximum of 10 points each, in the total of 150 points for the semester, and will be graded at the end of each week. This assignment assesses Course-Specific Learning Objectives 1-5. This assignment assesses Pathways Learning outcomes A- E, and G.</p>	<p><b>15%</b></p>
<p><b>Kinship chart: 1 @ 150 points=150 points</b></p> <p>Students will create a kinship chart of their extended family using anthropological symbols. The chart should have a legend explaining the terms, and one paragraph reflecting on kinship in their life. A grading Rubric for Kinship Chart will be shared with the students, as will a short video on how to make one. This assignment assesses Course-Specific Learning Objectives 2 and 3. This assignment assesses Pathways Learning outcome D.</p>	<p><b>15%</b></p>
<p><b>Ethnographic fieldwork project: 1@400 points</b></p> <p>The ethnographic fieldwork project will be based on visits to selected sites, observation at these sites, and informal interviewing at selected sites. This is a project conducted over 7 blogs that guide the student in (1) defining key terms, (2) locating an appropriate fieldwork site, (3) preparing a research plan, (4) collecting and evaluating secondary sources, (5) conducting the fieldwork, (6) submitting the final paper, and (7) final reflection on the process. Final papers will be 8-10 pages and must be documented and presented using APA style citations. Papers must show clear and rational organization, and through careful analysis present a compelling ethnography. Papers will be evaluated on the use of Standard English, the quality of the participant observation, analysis of material, structure, and the integration of key anthropological concepts through use of secondary sources. The seven blogs are worth a total of 400 points (blog 1 is worth 10 points, blog 2 is worth 40 points, blog 3 is worth 40 points, blog 4 is worth 50 points, blog 5 is worth 30 points, blog 6 is worth 200 points, blog 7 is worth 30 points). This assignment assesses Course-Specific Learning Objectives 1, 3 and 5. This assignment assesses Pathways Learning outcomes A-D.</p>	<p><b>40%</b></p>
<p><b>Exams: 2 @150 points=300 points</b></p> <p>Students will be assessed on the course material through a midterm and final exam. Tests will incorporate multiple-choice, T/F, essay, fill in the blanks, and mix and match formats. These assessments are a maximum of 150 points each. This assignment assesses Course-Specific Learning Objectives 1-5. This assignment assesses Pathways Learning Outcomes A-E, and G.</p>	<p><b>30%</b></p>

## GRADING DISTRIBUTION

A: 93-100 percent
A-: 90-92.9
B+: 87-89.9
B: 83-86.9
B-: 80-82.9
C+: 77-79.9
C: 73-76.9
C-: 70-72.9
D: 60-69.9
F: Below 60

## ACCESSIBILITY AND ACCOMMODATIONS

The CUNY School of Professional Studies is firmly committed to making higher education accessible to students with disabilities by removing architectural barriers and providing programs and support services necessary for them to benefit from the instruction and resources of the University. Early planning is essential for many of the resources and accommodations provided. For more information, please see: [Disability Services on the CUNY SPS Website](#)

## ONLINE ETIQUETTE AND ANTI-HARASSMENT POLICY

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: "[Netiquette in an Online Academic Setting: A Guide for CUNY School of Professional Studies Students.](#)"

## ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see: [Academic Integrity on the CUNY SPS Website.](#)

## TUTORING

CUNY SPS offers all students a variety of tutoring services, free of charge, both online and in person. Please see: [Tutoring.](#)

## HELP DESK

For assistance with access to CUNY SPS and CUNY computing resources, please see the [Help Desk](#) website for contact details and semester hours.

## STUDENT SUPPORT SERVICES

If you need any additional help, please visit [Student Support Services](#)

WEEK	TOPIC	LEARNING MATERIALS	GRADED ASSIGNMENTS
Week 1	The Development of Anthropological Ideas	Chapter 1 The Development of Anthropological Ideas	Discussion Board
Week 2	What is culture?	Chapter 2 The Culture Concept	Discussion Board
Week 3	Methods, Fieldwork and Ethics	Chapter 3 Doing Fieldwork: Methods in Cultural Anthropology  Stoller, Paul. " <u>Spaces, Places, and Fields: The Politics of West African Trading in New York City's Informal Economy.</u> " <i>American Anthropologist</i> 98, no 4 (1996): 776-788.  Review anthropology's <u>code of ethics.</u>	Discussion Board  Blog 1
Week 4	Economics	Chapter 6 Economics  Bohannan, Paul. "Some Principles of Exchange and Investment among the Tiv." <i>American Anthropologist</i> 59, no. 1 (1955): 60-70.	Discussion Board  Blog 2
Week 5	Politics	Chapter 7 Political Anthropology: A Cross-Cultural Comparison	Discussion Board  Blog 3
Week 6	Kinship & principles of family	Chapter 8 Family and Marriage	Discussion Board  Kinship Chart
Week 7	Who are we?	Chapter 9 Race and Ethnicity  Low, Setha. "Maintaining Whiteness: The Fear of Others and Niceness." <i>Transforming Anthropology</i> 17, no 2, (2009): 79–92.	Discussion Board  Blog 4
Week 8	Gender, Sex and Culture	Chapter 10 Gender and Sexuality  Kulick, Don. " <u>The Gender of Brazilian Transgendered Prostitutes.</u> " <i>American Anthropologist</i> 99, no. 3 (1997): 574–85.	Discussion Board  Midterm exam
Week 9	Religion	Chapter 11 Religion  Bielo, James. "City of Man, City of God: The Re-Urbanization of American Evangelicals." <i>City &amp; Society</i> 23, no S1 (2011): 2–23.	Discussion Board
Week 10	Connections and culture	Chapter 12 Globalization	Discussion Board  Blog 5

WEEK	TOPIC	LEARNING MATERIALS	GRADED ASSIGNMENTS
Week 11	What is "tradition?"	Chapter 13 Culture and Sustainability	Discussion Board
		SPRING BREAK	
Week 12	Artistic expression	Chapter 14 Performance	Discussion Board Blog 6 (Final Paper)
Week 13	Well-being and culture	Chapter 15 Health and Medicine  Lockhart, Chris. "The life and death of a street boy in East Africa: everyday violence in the time of AIDS." <i>Medical Anthropology Quarterly</i> 22 (2008): 94-115.	Discussion Board
Week 14	Media	Chapter 17 Media Anthropology: Meaning, Embodiment, Infrastructure, and Activism  Ginsburg, Faye. "Indigenous Media: Faustian Contract or Global Village?" <i>Cultural Anthropology</i> 6(1): 94.	Discussion Board Blog 7
Week 15	How can anthropology help?	18 Public Anthropology  Singer, Merrill. "Why I Am Not a Public Anthropologist." <i>Anthropology News</i> 41 no. 6 (2000):6-7.	Discussion Board Final Exam