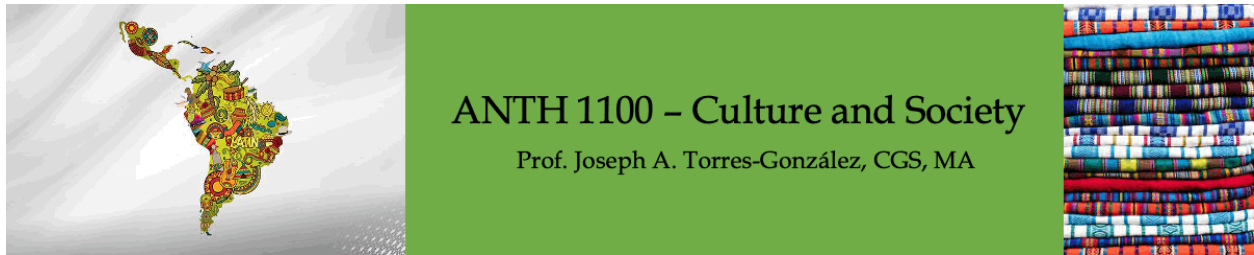


BROOKLYN COLLEGE • CITY UNIVERSITY OF NEW YORK  
SCHOOL OF NATURAL AND BEHAVIORAL SCIENCES  
DEPARTMENT OF ANTHROPOLOGY



**Spring 2022**

ANTH 1105<sup>1</sup> (19842): Culture and Society<sup>2</sup>

**Pre-Requisite:** None

T5- LEC Tuesday 5:05-7:50PM

**Instructor:** Prof. Joseph A. Torres-González, CGS, MA (He/Him/His/El)

**Office Hours:** Tuesday 4:00-5:00PM

Why request office hours? [Click Here](#)

**Email:** [Joseph.torres@brooklyn.cuny.edu](mailto:Joseph.torres@brooklyn.cuny.edu) – I will respond to emails in 24-48 hours.

**Catalogue Description:**

“Examination of various forms of human cultural diversity and foundational cultural anthropology concepts, such as kinship, religion, gender, political and economic systems with hands-on fieldwork.” (Brooklyn College Course Catalogue, 2019)

**A. Course Description:**

In this course, we will focus on a survey of topics that will help us hone the discussion on cultural production, manifestations, and contestations. The course will provide an interdisciplinary perspective grounded in Anthropology, but also including materials from other fields in the social sciences, such as History, and Cultural Studies. The course will also introduce students to the four-field approach in Anthropology (Cultural Anthropology, Biological Anthropology, Archaeology, and Linguistics). The geographical regions that will be covered in this class will be Latin America and the Caribbean (including its diasporas) and the United States of America. This will provide students with a context to discuss topics that include **culture, race and ethnicity**, connecting it to the main arguments around **cultural difference, identity, political economy, health, food, environment, language, politics, gender, sports, and religion**.

**B. Some of my principles as a professor (Inspired by Dr. Alyshia Gálvez<sup>3</sup>)**

- ❖ No human being is illegal. We can disagree on most things, but not the basic humanity of all people.
- ❖ I will never ask you to work harder than I do. No question is a dumb question.
- ❖ We write to learn, and we learn to write (no matter how comfortable or uncomfortable/experienced or inexperienced we are with writing already).

<sup>1</sup> Starting Fall 2019 qualifies as an International Cultural Competency (ICC) course for Pathways College Option purposes.

<sup>2</sup> Revised on March 29, 2022

<sup>3</sup> Cultural Anthropologist, Professor of Latin American and Latino Studies, Lehman College, CUNY

- ❖ Bring your whole self: all people are welcome in my class and you can be assured that I will advocate for you and with you no matter your immigration status, pronouns, disability, family responsibilities, work commitments, etc. I expect those in the room to do the same. Always be open to speaking and having a collegial conversation.
  - ❖ Teaching is something that I love, and my commitment is with all of you.
- C. Common General Education Learning Outcomes addressed by this course:**
- ❖ The students will engage with various anthropological topics, using the Four-Field Anthropology tradition, and will assess information from a variety of sources by:
    - describing the four-field approach in anthropology,
    - giving appropriate and constructive feedback to student colleagues,
    - creating diagrams or maps showing connections between multiple ideas/authors/themes,
    - completing forums, and short reflexive response papers,
    - and by collaborating with student team members responsibly and ethically.
  - ❖ The students will identify and discuss race, ethnicity, class, gender, sexuality, belief, social class, language, history, material culture by explaining the relationships between these anthropological themes, society, and human diversity.



Image #1: An open-air market in Port-au-Prince, Haiti, on January 26, 2010 (Photo: Thony Belizaire). [Source Link](#)

**D. Course Requirements and Assignments:**

**4 Forum Posts - each student will submit a short post with a brief comment on the readings/audiovisual resources. Students will submit a total of four forums and hand them in hardcopy during class time.** In the short paper one page paper you may write comments regarding observations from what the authors are presenting in the readings, questions in the forum, connections between the audiovisual resources and the readings, or comments on the lectures.

You may use 3 sentences at the beginning or end of your post to discuss personal connections or responses to the materials—you liked it, you hated it, it reminded you of something in your life, etc. The rest of your post should respond in a considered and scholarly way to the materials. In your forum discussion post, try to address the questions posed, and be sure to reference materials specifically, so that we know what you are referring to. Keep your post focused on thinking critically about the materials.

1. Write and present something new: a screenshot of a Tweet, a link for a news article, a video that is related to our course themes, a photograph, and include with this your own analysis. Respond to the prompt.
2. Respond to questions posed. Each week, **I will post prompt questions in our course webpage.**

**Requirement: Submit two posts before the mid-term essay is due, and two posts after the midterm is due. This means that you should submit before and after the midterm, meaning that you can't turn in comments only during the beginning of the semester or during the end of the semester.**

**Mid-term due - Saturday, April 2, 2022, 11:59PM (Full Credit); Sunday, April 3, 2022-11:59PM (Partial credit)**-It will have a length of 3 pages, double-spaced, font size 12, not including the bibliography. The citation style format is open (MLA, APA). You won't need to do additional research. Be sure to give specific citations, with page numbers, for course readings on which you are commenting. I will post the instructions and prompt questions the week before it's due on our course webpage. You will submit your mid-term via email.

**Final Paper- Saturday May 21<sup>st</sup>, 2022 (Full credit); Sunday, May 22<sup>nd</sup>, 2022 (Partial credit)** It will have a length of maximum 3-4 pages, double-spaced, font size 12. This final paper (reflection letter) will be a short letter that reflects on your work in this class. Consider the work you did on the midterm essay, the comments you handed in, the readings we had for class, the audiovisuals (movies, short documentaries), your participation in class discussions, and how you met your own goals. Feel free to include references or quotes from your writings that serve as examples of your work as necessary. Did you miss any significant work? Is there anything you are particularly proud of? What did you like the most? I will provide more detailed instructions for this assignment before the assignment is due. You will submit your mid-term via email.

**E. Point distribution and Grade Conversion**

- 4 Forum post- 40pts. (10 pts each)
  - Mid-term essay- 30 pts.
  - Final assignment- 30 pts.
- Disclaimer: I will not provide incompletes.  
Total Points: 100 pts**

**Grading Scale**

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	59<



Image 2: “Fiebre de Fútbol: What Soccer means for Latin Americans” [Source Link](#)

**F. Required Texts**

The assigned readings will be available on our course webpage. *I understand that textbooks can be costly, I have created this course using digitized material, meaning that I posted all the course material online.* If you have any trouble accessing the material, please don’t hesitate to write me an e-mail with this matter.

**G. Attendance Policy and Emergencies (Amended)<sup>4</sup>**

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. This participation will be measured on the following matter: completing reading assignments, viewing videos or listening to podcasts, completing quizzes, forums, mid-term and final essay. If you find that you cannot meet the class' requirements due to such a circumstance, please contact the instructor as soon as possible. Emergencies or extenuating circumstances may happen, please inform me in advance if you will be absent for class (e-mail me). All work must be submitted on or before the day designated in the syllabus. Any work submitted late may receive a late penalty or no credit. *Do not* email work. All work will be submitted as corresponds to each assignment. All discussion forums must be submitted according to the instructor’s deadline. Each forum will have the deadline posted. No late forum papers will be accepted.

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<sup>4</sup> <https://moodle.mcny.edu/mod/book/view.php?id=223551&chapterid=131&time=1251777600>

Based on the following policies – Metropolitan College of New York and inspired from the syllabi of Alyshia Gálvez.

I am usually quite happy to work with you to find solutions to any difficulties that may arise in completing the work in a timely fashion, but this is 100% dependent on communication from you. It is difficult to retroactively devise solutions. If there is anything you need me to know or help you with, please let me know as soon as you are aware there may be an issue.

#### **H. Classroom atmosphere**

I expect a positive classroom atmosphere in this course; this will help us in the processes of learning, discussing and knowledge production. I expect respect, kindness, and mindfulness from all of you. Misconduct will not be tolerated.

#### **I. Policy on Plagiarism**

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the [CUNY Academic Integrity Policy](#) and the Brooklyn College procedure for implementing that policy. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. Students enrolled in this class are hereby placed on notice that the professor reserves the right to use resources, such as turnitin.com, to review and report plagiarism.

Also, the University Library has information on plagiarism and academic etiquette: <http://libguides.brooklyn.cuny.edu/cite/academicintegrity> I recommend if you have questions about citations, academic writing styles, or need tutoring services, you can visit the [Brooklyn College Learning Center](#) (LC). They are located in the Boylan Hall, Room 1300. They can assist you with proofreading your work and style manual questions.

#### **J. Accommodations for students with disabilities**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric-psychological disabilities. If you require accommodation in this class, please notify the [Center of Student Disability Services](#) (138 Roosevelt Hall, 718-951-5538). This office will provide verification of your disability and will recommend the appropriate accommodations.

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form, and discuss your specific accommodation with him/her.

### **K. Student Bereavement Policy (Brooklyn College Division of Student Affairs)**

“Students who experience the death of a loved one must contact the Division of Student Affairs, 2113 Boylan Hall, if they wish to implement either the Standard Bereavement Procedure or the Leave of Absence Bereavement Procedure. The Division of Student Affairs has the right to request a document that verifies the death (e.g., a funeral program or death notice). Typically, this death involves that of a family member, in parallel to the bereavement policy for faculty and staff. However, it is up to the discretion of the Division of Student Affairs to determine if a death outside of the immediate family warrants implementation of the student bereavement policy.” **Please, contact me via e-mail to notify if you and your family/relatives have experienced the death of a loved one during the current semester.** For more information, visit:

<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>

### **L. Religious Observance:**

“New York State Education Law (Title I, Article 5, Section 224-a) requires that we “make available to each student who is absent from school, because of his [or her] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he [or she] may have missed because of such absence on any particular day or days.” **Please, contact me via e-mail to notify if you will be observing a religious holiday at any moment during the semester.**

### **M. Magner Career Center:**

What will you do after you graduate? Are you interested in learning about summer or semester internships? The Magner Career Center, located in 1303 James Hall, has valuable resources including résumé and interview preparation, finding an internship, choosing a career, and more. If you would like more information, visit their website <http://www.brooklyn.cuny.edu/web/academics/centers/magner.php>

### **N. Policy on Wearing Masks & Student COVID-19 Vaccinations**

**Rationale-** A growing body of evidence indicates that wearing a face mask is one of the most effective strategies for reducing the spread of COVID-19. To protect the health of the campus community, the University has established guidelines for the wearing of face masks on campus which reflect the guidance of federal and state public health authorities.

Wear a [face mask](#) inside all CUNY campuses and office buildings. This includes while taking classes, working in a non-enclosed space such as a cubicle or other open seating, regardless of physical distance from others. Wear a mask outdoors on campus when unable to maintain physical distance from others.

**The CUNY Vaccination Policy requires all students to be fully vaccinated to enter campus** – unless they have been granted a religious or medical exemption or they need emergency services.



### O. Netiquette

Netiquette is online etiquette.

Professional decorum is an important part of students' socialization; therefore, it is important that all course participants demonstrate respectful online behavior. Though we may use less formal speech in some of our course discussions, remember that obscene, threatening, or contemptuous language would never be appropriate. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

Image 3: *Day of the Dead (Día de los Muertos)* México City, History Channel Website [Source Link](#)

## CLASS TOPICS, READINGS AND ASSIGNMENTS SCHEDULE

### Week 1 - Introduction - February 1, 2022

- Syllabus and course overview, requirements, expectations, and goals.
- Freire, Paulo. 1993. "Chapter 2" in *Pedagogy of the Oppressed*. New York: Continuum Books.
- Clark Hine, Darlene. 2011. "A Black Studies Manifesto: Characteristics of a Black Studies Mind"
- **Video:** [Doing Anthropology](#) (2008)

### February 8<sup>th</sup> - Conversion Day - Classes follow a Friday schedule

### Week 2 - An Introduction to Anthropology & Culture - February 15, 2022

- Nelson, Katie & Lara Braff. 2020. "Introduction to Anthropology" in *Perspectives: An Open Invitation to Cultural Anthropology*, 2<sup>nd</sup> edition. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 3-28 (Open Educational Resource)
- Nader, Laura. 2020. "The Development of Anthropological Ideas" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 335-356. (Open Educational Resource)
- **Video:** [The Offering](#) -Directed by Guille Isa and Billy Silva
- **Documentary** - [El Burén de Lula](#)-Eat, Drink, Share Puerto Rico, Directed by Rafael Ruiz Mederos (2019)

**Week 3 – Archaeology - February 22, 2022**

- Renfrew, Colin and Paul G. Bahn. 2016. "Introduction: The Nature and Aims of Archaeology," In *Archaeology: Theories, Methods, and Practice*. New York: Thames and Hudson. Pp. 12-18
- Rodríguez, Reniel. 2010. "What is the Caribbean? An archaeological perspective" *Journal of Caribbean Archaeology*, 3, 19-51.
- **Video:** [Meet the 90-year-old Armchair Archaeologist](#)– *Meet the 90-year-old Armchair archaeologist*, (2019) – TED + GBS
- **Podcast:** [Teeth of Homo naledi](#) - Dr. Lucas Deleuzene, "A Story of Us Podcast" – Graduate Students of Anthropology at Ohio State University (2017)
- **Video:** Becker, Jeffrey and Beth Harris. 2018. [What is archaeology: understanding the archaeological record](#). Khan Academy (Open Educational Resource)

**Week 4 – Biological Anthropology – March 1, 2022**

- Nelson, Katie, Lara Braff, Beth Shook, and Kelsie Aguilera. 2019. "Introduction to Biological Anthropology," in *Explorations: An Invitation to Biological Anthropology*. Ed by Katie Nelson, Lara Braff, Beth Shook and Kelsie Aguilera. Washington DC: American Anthropological Association. Pp. 1-27. (Open Educational Resource)
- De León, Jason. 2015. "Introduction" in *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press.
- **Video:** [What Happened Before History?](#) –Human Origins Kurzgesagt – In a Nutshell (2016)
- **Video:** [Power of the Bones](#)– Power of the Bones, Smithsonian Institution (2011)

**Week 5 – Linguistic Anthropology and Language Ideologies – March 8, 2022**

- Light, Linda. 2020. "Language" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 70-95. (Open Educational Resource)
- Urcioui, Bonnie. 1996. "Introduction: The Semiotics of Exclusion", in *Exposing Prejudice: Puerto Rican Experiences of Language, Race, and Class*. Waveland Press: Long Grove. Pp. 1-14.
- Rosa, Jonathan. 2016. "Chapter 3- From Mock Spanish to Inverted English: Language Ideologies and the Racialization of Mexican and Puerto Rican Youth in the United States" in *Raciolinguistics: How Language Shapes Our Ideas about Race*, Edited by Samy Alim, H., John H. Rickford and Arnetta F. Ball. Pp. 65-80.
- **Video:** [The Social Life of Language](#) with Mike Mena (2020)
- **Netflix:** "One Day at a Time", Season 2, Episode 1 "The Turn" (2018) –Netflix

**Week 6 - Geography and Empire – March 15, 2022**

- Galeano, Eduardo. 1997. "Foreword by Isabel Allende" and "Introduction: 120 Million Children in the Eye of the Hurricane" in *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, 25<sup>th</sup> Anniversary Edition. New York: Monthly Review Press. Pp. ix-10.



- Immerwahr, Daniel. 2016. "The Greater United States: Territory and Empire in U.S. History," *Diplomatic History*, Vol. 40, No. 3: 373-391.
- **Video:** [Democracy Now!](#) Interview – “How To Hide an Empire “Daniel Immerwahr on the History of Greater United States.

### **Week 7- Race, Ethnicity, and Identity – March 22, 2022**

- García, Justin. 2020. “Race and Ethnicity” in in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 204-230. (Open Educational Resource)
- Hall, Stuart. 2015. “Cultural Identity and Diaspora.” Williams, Patrick and Laura Chrisman (eds.). *Colonial Discourse and Post-Colonial Theory: A Reader*, 392-403. New York: Columbia University Press.
- Flores, Juan, & Jiménez-Román, Miriam. (2009). “Triple-consciousness? Approaches to Afro-Latino culture in the United States.” *Latin American and Caribbean Ethnic Studies*, 4(3): 319-328.
- **Music Video:** [Joe Arroyo y la Verdad - La Rebelión \(1986\)](#)

### **Module 8- Diasporas, and Cultural Production – March 29, 2022**

- Halstead, Narmala. 2011. “Gift Practices in Guyanese East Indian Diaspora: Belonging, Loss, and Status.” *Journal of Latin American and Caribbean Anthropology*, 16(2): 278-295.
- Hutchinson, Sydney. 2014. “Dancing in Place: An Introduction” in *Salsa World: A Global Dance in Local Contexts*, 1-25. Edited by Sydney Hutchinson. Philadelphia: Temple University Press.
- **Music Video -** [Celia Cruz and Fania All Star - Quimbara \(1974\)](#) Zaire, Africa

**Mid-term due – Saturday, April 2, 2022 11:59PM (Full Credit); Sunday, April 3, 2022- 11:59PM (Partial credit)**

### **Module 9- Gender and Sexuality – April 5, 2022**

- Decena, Carlos Ulices. 2008. “Tacit Subjects” *GLQ: Journal of Lesbian and Gay Studies*, 14(2-3): 339-359.
- Pinho, Patricia. 2015. “The Dirty body that cleans: Representations of Domestic workers in Brazilian Common sense”. *Meridians*, 13(1): 103-128.
- **Podcast:** [Seeking Asylum, Seeking to Stay Together](#) - NPR Latino USA (2019)
- **Film Review & Film Trailer –**[“José” is a Tender Look at Being Young, Gay, and Indigenous in Guatemala](#) -Remezcla (2019)

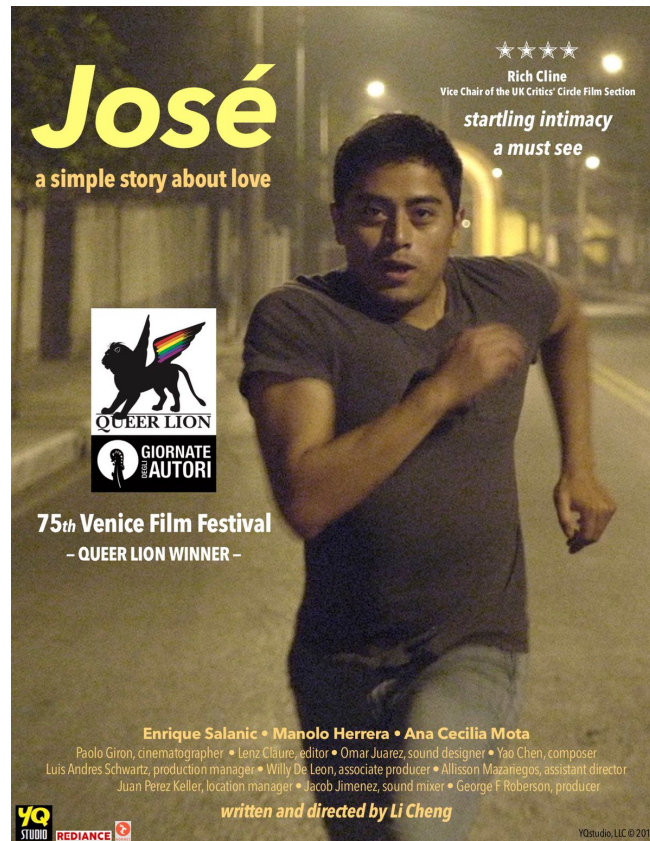


Image 4: “José” (2018) Film Poster [Source Link](#)

**Week 10 – Economy & Food – April 12, 2022**

- Mintz, Sidney W. 1986. “Introduction” in *Sweetness and Power: The Place of Sugar in Modern History*. Pp. Xv-xxx. New York: Penguin Books.
- McNeil, Cameron. 2009. “Introduction: The Biology, Antiquity, and Modern Uses of Chocolate Tree (*Theobroma cacao* L.)” in *Chocolate in Mesoamerica: A Cultural History of Cacao* Ed. Cameron L. McNeil, Florida: University of Florida Press; 1- 28.
- **Video-** [The history of chocolate](#) -Deanna Puccirarelli – Ted Talk (2017)

**Spring Recess April 15<sup>th</sup> – April 22, 2022 – No classes Scheduled**

**Week 11 – Medical Anthropology and Health – April 26, 2022**

- Henninger-Rener, Sashur. 2020. “Health and Medicine” *Perspectives: An Open Invitation to Cultural Anthropology*, 2<sup>nd</sup> edition. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 425-443. (Open Educational Resource)
- Cavender, A.P., Albán, M. 2009. “The use of magical plants by curanderos in the Ecuador highlands.” *Journal of Ethnobiology & Ethnomedicine*, 5(3): 1-9.
- **Video -** [Medicine Man](#) -Directed by Guille Isa and Billy Silva
- **Short Documentary -** ["Comidas que Curan" - Foods that Heal](#) (2014)

**Week 12- Politics and Sports – May 3, 2022**

- Kleszynski, Keith L. and Bernardo Ramírez Ríos. 2010. “The Ethnography of Culture, Symbols, and Identity: Sport Jerseys and Team Names in Latino Recreational Sports in the U.S.” *The International Journal of Sport and Society*, 1(4): 35-46.
- Archetti, Eduardo. “Masculinity and Football: the formation of national identity in Argentina” in *Game Without Frontiers: Football, Identity, and Modernity*. Edited by Richard Giulianoti and John Williams. Routledge: London. Pp. 225-244.
- **Documentary-** [American Fútbol](#) Directed by Peter Karl, Petar Madjarac (2019)

**Week 13- Religion – May 10, 2022**

- Wolf, Eric R. 1958. “The Virgin of Guadalupe: a Mexican national symbol,” *The Journal of American Folklore*, 71(279): 34-39.
- Mintz, Sidney. Mintz, S., & Trouillot, M. R. (1995). “The social history of Haitian Vodou.” In *Sacred arts of Haitian Vodou*, University of California Fowler Museum, 123-147.
- **Documentary-** [What is Day of the Dead?](#) – National Geographic (2017)
- **Documentary-** [Meet the Vodou Priestess Summoning Healing Spirits in Post-Earthquake Haiti](#) – Vice (2016)

**Reflective Paper – Saturday May 21, 2022 (Full credit); Sunday, May 22, 2022 (Partial credit)**

**J- Websites and Electronic References**

This is just a sample of many more resources available at universities in the New York metropolitan area, there are many more. Feel free to ask me at any moment if you have questions or inquiries of additional websites or sources of information. I will gladly help you locate them.

- ❖ [Brooklyn College Library Website](#)
- ❖ [Department of Anthropology and Archaeology, Brooklyn College, CUNY](#)
- ❖ [Latin American Studies Association Website](#)
- ❖ [American Anthropological Association Website](#)
- ❖ [Anthropology Division- American Museum of Natural History, New York, NY](#)
- ❖ [Center for Puerto Rican Studies, Hunter College, CUNY](#)
- ❖ [Dominican Studies Institute, City College of New York, CUNY](#)
- ❖ [Haitian Studies Institute, Brooklyn College, CUNY](#)
- ❖ [Jaime Lucero Mexican Studies Institute, Lehman College, CUNY](#)
- ❖ [Department of Latin American, and Latino Studies- Lehman College, CUNY](#)
- ❖ [Department of Africana, and Puerto Rican/Latino Studies- Hunter College, CUNY](#)
- ❖ [Department of Black and Latino Studies- Baruch College, CUNY](#)

- ❖ [Center for Latin American, Caribbean, and Latino Studies – Graduate Center, CUNY](#)
- ❖ [Center for Latin American and Caribbean Studies- New York University \(NYU\)](#)
- ❖ [Institute for Latin American Studies- Columbia University](#)
- ❖ [Economic Commission for Latin America and the Caribbean, United Nations](#)

**This syllabus may be adjusted throughout the semester pending time constraints to ensure full understanding of concepts and class material.**

