

BROOKLYN COLLEGE • CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

Spring 2020

ANTH 1105¹ (19842): Cultures and Transformations

Pre-Requisite: None

F9- Class Time: F 9:30AM-12:15 PM

Room: James 5301

Instructor: Prof. Joseph A. Torres-González

Office: James 3301A

Office Hours: Friday 8:30-9:30AM

Phone: 718-951-5507 (Department)

Email: Joseph.torres@brooklyn.cuny.edu

Catalogue Description:

“Multidisciplinary exploration of the cultures and history of at least two societies. Thematic emphasis. Themes drawn from issues such as colonization, gender, urbanization, social movements, race and ethnic relations, north/south/east-west dyads, religion, nationalism, geography, encounter, diasporic communities, core-periphery, modernity and modernization, globalization, and transnationalism. A minimum of two world areas chosen from Africa, Asia, the **Caribbean, Latin America**, the Middle East and the Pacific Islands. Comparison of selected cultural clusters and social themes.” (Brooklyn College Course Catalogue, 2019)

A. Course Description:

What is culture? How is it defined across time and throughout different groups/societies? 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, Sociology, and Cultural Studies. The geographical regions that will be covered in this class will be Latin America and the Caribbean (including its Diasporas). The course also emphasizes the role of the United States in the region throughout its history. This will provide students with a context to discuss topics that include: **geography and empire, race and ethnicity**, connecting it to the main arguments around cultural difference as theorized by Franz Boas and Anténor Fermin, **the Transatlantic slave trade, economy, labor migration, migration** from Latin America and the Caribbean towards the United States, **identity, health, food, environment, language ideologies, politics, gender, and sports**.

B. Some of my principals as a professor (Inspired by Dr. Alyshia Gálvez²)

- ❖ 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).

¹ This course fulfills the Flexible Core – World Cultures and Global Issues requirement.

² Cultural Anthropologist, Professor of Food Studies and Anthropology, The New School

- ❖ 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 (Department of Anthropology and Archaeology):

- ❖ To gather, interpret, and assess information from a variety of sources and points of view.
- ❖ Evaluate evidence and arguments critically and analytically.
- ❖ Produce well-reasoned written and oral arguments using evidence to support conclusions.
- ❖ Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring human and cultural diversity, including but not limited to: anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and literature.
- ❖ Analyze and explain one or more major themes of history from more than one informed perspective.
- ❖ Evaluate how indigenous populations, slavery, and immigration have shaped the development of modern societies.
- ❖ Analyze and discuss common institutions or patterns of life in contemporary society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social difference.
- ❖ Summarize academic texts, identify main concepts and theories, in order to engage in a collegial class discussion.

D. Course Requirements and Assignments:

- ❖ **Three Pop quizzes-** The quiz will take no more than 30 minutes to answer in class. These pop quizzes will serve as reading comprehension exercises. They will be unannounced, and will cover theories, concepts, and methods discussed in the readings.
- ❖ **Mid-term Exam- Due Friday, March 27th-** This will be a take-home exam. It will have a length of 3 pages, double-spaced, font size 12, not counting the bibliography. The citation style that I will require is Chicago format. 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 handout a set of questions with a week's advance from the date the exam is due.
- ❖ **Final Assignment Documentary Analysis- Due Friday, May 22nd-** Our course will be complemented by various documentaries and other audiovisual sources. The aim of these resources is to complement the topics being discussed; provide an

opportunity to foster an environment in which images, audio, stories, and other forms of knowledge can be displayed and enjoyed. This final assignment will have a length of 3-4 pages, double-spaced, font size 12, not counting the bibliography. The citation style that I will require is APA format. You will select one of the documentaries we have watched during the semester and connect it to the topics we have discussed in class. I will handout a set of questions with two weeks advance from the date the final assignment is due. You will have until 11:59 PM of the assigned date to submit it. **I will not accept late papers, assignments that are not turned in on due date, will receive a 0.**

E. Point distribution and Grade Conversion

- 3 Quizzes- 45pts (15 points each).
- Mid-term exam- 25 pts.
- Final assignment- 30pts

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<

Disclaimer: I will not provide incompletes.

F. Required Texts- Blackboard

The assigned readings will be available on a word-press website. *I understand that textbooks can be costly, I have created this course using digitized material, meaning that I posted all the course material online. Please bring the assigned text to class each day we meet, either in a hard copy or in an electronic format. This will allow us to review passages together and will help enrich our discussions.* 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

Your presence in class and active participation is fundamental for our course. Lateness will not be tolerated. It is disrespectful to your colleagues, and to me, interruptions and late arrivals to the classroom. Attendance to class is mandatory, and it is a component of your final grade. Emergencies or extenuating circumstances may happen, please inform me in advance if you will be absent for class (e-mail me).

This is a three-hour course that meets once a week. **More than two absences** will result in a **10-point deduction** from your final grade. In other words, your grade will be reduced in one full letter grade. I will request a meeting with you in my office hours to discuss this matter or any other concerns. If you are absent more than two times, and you haven't officially withdrawn from class, nor you have informed me via e-mail or by visiting during my office hours to communicate your current status, **I will proceed to assign a failing grade (Unofficial Withdrawal)**. Frequent lateness will be treated as absences. It is also your responsibility to find out what was missed during your absence by doing one of the following: asking a peer or attending office hours with the instructor.

If for any reason class is cancelled or an emergency happens, I will contact you immediately through Blackboard. If for some reason you have an emergency, please e-mail me about your absence for my records. Medical reasons for absence will be taken into consideration if you provide me a doctor's note so I can mark your absence as excused.

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. Misconduct will not be tolerated in the classroom.

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. For more information, visit <http://www.brooklyn.cuny.edu/bc/policies>

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 proof reading your work and style manual questions. For more information, visit <http://www.brooklyn.cuny.edu/web/academics/centers/learning/contact.php>

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. For more information, visit <http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/disability.php>

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 (see #3 and #4, below). 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 about their services, feel free to contact them at 718.951.5696 to schedule a visit or an appointment.

N. Important Deadlines:

- Friday, February 7th: Last day to file Pass/Fail application for elective courses.
- Thursday, February 13th: Last day for departments to approved requests for change, deletion of, or declaration of major/minor/concentration to be effective for Fall 2019.
- Saturday, February 15th: Last day to file for Spring 2020 graduation.
- Wednesday, April 1st: Last day to apply for Withdrawal from a course with a “W”

CLASS TOPICS, READINGS AND ASSIGNMENTS SCHEDULE**Friday, January 31st****Introduction**

- 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”

Friday, February 7th**Geography and Empire**

- Sanabria, Harry. 2007. “Chapter 2: Introducing Latin America, and the Caribbean “in *The Anthropology of Latin America and the Caribbean*, 17-49.
- 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*, 25th Anniversary Edition. New York: Monthly Review Press. Pp. ix-10.
- Marshall, Tim. 2018. “Latin America” in *Prisoners of Geography: Ten Maps That Explain Everything About the World*. New York: Scribner.
- Immerwahr, Daniel. 2016. "The Greater United States: Territory and Empire in U.S. History," *Diplomatic History*, Vol. 40, No. 3: 373-391.
- **Video:** <https://www.youtube.com/watch?v=RvIUGYvLg0s> Democracy Now! Interview – “How To Hide an Empire “Daniel Immerwhar on the History of Greater United States. (In-class)

Recommended reading:

- Marshall, Tim. 2018. “United States” and “Latin America” in *Prisoners of Geography: Ten Maps That Explain Everything About the World*. New York: Scribner.

Friday, February 14th – Culture

- Nader, Laura. 2019. “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. 1-21.

- Cowall, Emily and Priscilla Medeiros. 2019. “The Culture Concept” in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 1-21
- **Documentary:** Harvest of the Empire (2011) Directed by Juan González.

Friday, February 21st – Race and Ethnicity

- García, Justin. 2019. “Race and Ethnicity” in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-21.
- De Gobineau, Arthur, *The Inequality of Human Races* (excerpt). 2007. Chapter 8 “Identity Construction #4: Nation” in *Reframing Latin America: A Cultural Theory Reading of the Nineteenth and Twentieth Centuries*. Eds Erik Ching, Christina Buckley, Angélica Lozano-Alonso, pp. 134-143.
- Firmin, Joseph-Anténor. “Introduction”, and “Conclusions” in *The equality of human races: positivist anthropology*, 2002, xi-xlvi, 443- 451.

Friday, February 28th

Workshop Day

- Library Information Session; Prof. Mariana Regalado, Head of Reference and Instruction. Subject Librarian for Anthropology and Archaeology, Brooklyn College-CUNY. (To Be Confirmed)
- Visit from the Magner Career Center, Natalia Guarín-Klein, Director (11:15 AM-11:45 AM)
- Visit from the Brooklyn College Learning Center (12:00-12:30PM)

Friday, March 6th

Transatlantic Slave Trade and Identity

- 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.
- Mintz, Sidney W. 1986. “Introduction” in *Sweetness and Power: The Place of Sugar in Modern History*. Pp. Xv-xxx. New York: Penguin Books.
- Trouillot, Michel-Rolph. 1995. “Chapter 3: An Unthinkable History” in *Silencing The Past: Power and the Production of History*, Pp. 70-107. Boston: Beacon Press.

Friday, March 13th

Gender and Sexuality

Visiting Lecturer: J. Alejandro Arango-Londoño, PhD Candidate in Cultural Anthropology, University at Albany, State University of New York (Albany, NY)

- Mukhopadhyay, Carol C., Tami Blumenfeld, and Susan Harper. 2019. “Gender and Sexuality” in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-56.

- 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.

Friday, March 20th

Culture & Economy

- Lyon, Sarah. 2019. "Economics" *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 1-27.
- 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.
- Roseberry, William. "The Rise of the Yuppie Coffees and the Reimagination of Class in the United States," *American Anthropologist*, 1996, 98(4): 762-775.

Friday, March 27th –American Ethnological Society Conference

- **Documentary:** "Connected by Coffee", Directed by Aaron Dennis (2015)

Mid-term due – Friday, March 27th (11:59PM – Blackboard)

Friday, April 3rd

Environmental Anthropology, Climate Change, and Sustainability

- Palmer, Christian T. 2019. "Culture and Sustainability: Environmental Anthropology in the Anthropocene" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-25.
- Llórens, Hilda. 2016. "In Puerto Rico, environmental injustice and racism inflame protests over coal ash" *The Conversation*, published on December 8th, 2016
<https://theconversation.com/in-puerto-rico-environmental-injustice-and-racism-inflame-protests-over-coal-ash-69763>
- Roberts, Elizabeth F. S. "What Gets Inside: Violent Entanglements and Toxic Boundaries in Mexico City," *Cultural Anthropology*, Vol. 32, Issue 4, pp. 592-619.
- **Documentary:** "Bikes Vs Cars", Directed by Fredrik Gertten (2015)

Recommended Resources:

- Bárcena, Alicia, Joseluis Samaniego, Luis Miguel Galindo, et. al. 2018. *Report: Economics of Climate Change in Latin America and the Caribbean: A Graphic View*. Santiago: Economic Commission for Latin America & Caribbean (ECLAC - CEPAL).
- Tomei, Manuela & Vic Van Vuuren. 2017. *Report: Indigenous peoples and climate change: From victims to change agents through decent work*. Geneva: International Labour Office.

April 8th- April 16th – Spring Recess

Friday, April 17th**Power and Labor Migration**

- Holmes, Seth. 2013. "Introduction: "Worth Risking Your Life?" in *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press. Pp 1-29.
- Mintz, Sidney W. 1996. "Chapter 2- Food and its Relationship to Concepts of Power" in *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press. Pp. 17-32.
- **Netflix:** *Patriot Act with Hasan Minhaj*, Season 1, Episode 6 "Immigration" (2018)
- **Documentary:** "The Hand that Feeds" (2014) Directed by Robin Blotnick and Rachel Lears.

Friday, April 24th**Food**

- Harris, Marvin. "Good to Think or Good to Eat?" in *Good to Eat: Riddles of Food and Culture*. Long Grove: Waveland Press. 1998. 13-18; 235-248.
- Gálvez, Alyshia. 2018. "Introduction" in *Eating NAFTA: Trade, Food Policies, and The Destruction of Mexico*. Berkeley: University of California Press. Pp. 1-26
- Dun, Kathleen. 2017. "Decriminalizing Street Vending: Reform and Social Justice" in *Food Trucks, Cultural Identity, and Social Justice: From Loncheras to Lobsta Love*. Edited by Julian Agyeman, Caitlin Mathews, and Hannah Sobel. Cambridge: The MIT Press. Pp. 47-66.
- **Documentary:** "¡Salud! Myths and Realities of Mexican Migration," (Directed by David Schwittek and Alyshia Gálvez), (2017)

Friday May 1st**Linguistic Anthropology and Language Ideologies****Visiting Lecturer: Prof. Bonnie Urciouli, Leonard C. Ferguson Professor of Anthropology Emerita (Retired), Hamilton College (Clinton, NY)**

- Light, Linda. 2019. "Language" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-21.
- Urciouli, 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.
- **Netflix:** "One Day at a Time", Season 2, Episode 1 "The Turn" (2018)

Friday, May 8th

Politics and Sports

- McDowell, Paul. 2019. "Political Anthropology: A Cross-Cultural Comparison" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-37.
- 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)

Friday May 15th – Final class

Globalization

- Course wrap-up; respond to any questions regarding the final assignment, and other inquiries.
- Griffith, Lauren Miller, and Jonathan S. Marion Abby Gondek. 2017. "Globalization" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-27.

Friday, May 22nd – Final Assignment Due *NO EXTENSIONS*

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.

- ❖ <https://library.brooklyn.cuny.edu/resources/> - Brooklyn College Library Website
- ❖ <https://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/anthropology.php> - Department of Anthropology and Archaeology, Brooklyn College, CUNY
- ❖ www.lasa.international.pitt.edu - Latin American Studies Association Website
- ❖ www.americananthro.org - American Anthropological Association Website
- ❖ <https://www.amnh.org/our-research/anthropology> Anthropology Division- American Museum of Natural History, New York, NY
- ❖ www.centropr.hunter.cuny.edu - Center for Puerto Rican Studies, Hunter College, CUNY
- ❖ www.cuny.cuny.edu/dsi - Dominican Studies Institute, City College of New York, CUNY

- ❖ <http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/undergraduate/prlstudies.php> - Department of Puerto Rican and Latino Studies, Brooklyn College, CUNY
- ❖ <https://www.lehman.edu/academics/arts-humanities/latin-puerto-rican-studies/index.php> - Department of Latin American, and Latino Studies- Lehman College, CUNY
- ❖ <http://www.hunter.cuny.edu/afprl> - Department of Africana, and Puerto Rican/Latino Studies- Hunter College, CUNY
- ❖ http://www.baruch.cuny.edu/wsas/academics/black_latino/index.htm - Department of Black and Latino Studies- Baruch College, CUNY
- ❖ <http://clacls.gc.cuny.edu> - Center for Latin American, Caribbean, and Latino Studies – Graduate Center, CUNY
- ❖ <http://as.nyu.edu/clacs.html> - Center for Latin American and Caribbean Studies – New York University (NYU)
- ❖ <http://ilas.columbia.edu> - Institute for Latin American Studies- Columbia University
- ❖ <https://www.cepal.org/en> 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.

BROOKLYN COLLEGE • CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

Spring 2020

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Pre-Requisite: None

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Room: James 5301

Instructor: Prof. Joseph A. Torres-González

Office: James 3301A

Office Hours: Friday 8:30-9:30AM

Phone: 718-951-5507 (Department)

Email: Joseph.torres@brooklyn.cuny.edu

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- ❖ Produce well-reasoned written and oral arguments using evidence to support conclusions.
- ❖ Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring human and cultural diversity, including but not limited to: anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and literature.
- ❖ Analyze and explain one or more major themes of history from more than one informed perspective.
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- ❖ Summarize academic texts, identify main concepts and theories, in order to engage in a collegial class discussion.

D. Course Requirements and Assignments: (Amended)

- ❖ **One quiz-** The quizzes will be posted on Blackboard and will be able to be answered on the platform. This quiz will serve as a reading comprehension exercise. It will cover theories, concepts, and methods discussed in the readings.
- ❖ **Mid-term Exam- Due Friday, March 27th (Full credit); Saturday March 28th (Partial credit)** This will be a take-home exam. It will have a length of 3 pages, double-spaced, font size 12, not counting the bibliography. The citation style that I will require is Chicago format. 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 upload the questions (the prompt) on March 20th.**
- ❖ **Weekly Blackboard Comments - Each week by 12 pm the day before class (Thursdays), each student should send to Blackboard Discussion forum a brief comment on the readings/audiovisual resources.** This can be observations from what the authors are presenting in the readings, questions for the forum, or

connections between the audiovisual resources and the readings.

❖ **Final Assignment Documentary Analysis- Due Friday, May 22nd (Full credit); Saturday, May 23rd (Partial credit)** - Our course will be complemented by various documentaries and other audiovisual sources. The aim of these resources is to complement the topics being discussed; provide an opportunity to foster an environment in which images, audio, stories, and other forms of knowledge can be displayed and enjoyed. This final assignment will have a length of 3-4 pages, double-spaced, font size 12, not counting the bibliography. The citation style that I will require is APA format. You will select one of the documentaries we have watched during the semester and connect it to the topics we have discussed in class. I will handout a set of questions with two weeks advance from the date the final assignment is due. You will have until 11:59 PM of the assigned date to submit it. **You will have two opportunities to submit the paper. No papers accepted after May 23rd.**

E. Point distribution and Grade Conversion

- 1 Quiz - 15pts
- Blackboard Weekly Post - 28 pts (4 pts each- 7 posts)
- Mid-term exam- 27 pts.
- Final assignment- 30pts.

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<

Disclaimer: I will not provide incompletes.

F. Required Texts- Blackboard

The assigned readings will be available on a word-press website. *I understand that textbooks can be costly, I have created this course using digitized material, meaning that I posted all the course material online. Please bring the assigned text to class each day we meet, either in a hard copy or in an electronic format. This will allow us to review passages together and will help enrich our discussions.* 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)³

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: Log on at least two times a week – on different days in order to completely reading assignments, view videos or listen to podcasts.

Attendance will be measured by weekly Blackboard posts. These can be in the form of a brief reflection on the readings, videos/podcasts that are assigned for the week.

If you find that you cannot meet the class' minimum discussion requirements due to such a circumstance, please contact your 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).

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. Misconduct will not be tolerated in the classroom.

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. For more information, visit <http://www.brooklyn.cuny.edu/bc/policies>

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 proof reading your work and style manual questions. For more information, visit <http://www.brooklyn.cuny.edu/web/academics/centers/learning/contact.php>

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

³ <https://moodle.mcny.edu/mod/book/view.php?id=223551&chapterid=131&time=1251777600> Based on the following policies – Metropolitan College of New York

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. For more information, visit <http://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/offices/disability.php>

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 (see #3 and #4, below). 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 about their services, feel free to contact them at 718.951.5696 to schedule a visit or an appointment.

N. Important Deadlines:

- Friday, February 7th: Last day to file Pass/Fail application for elective courses.
- Thursday, February 13th: Last day for departments to approved requests for change,

- deletion of, or declaration of major/minor/concentration to be effective for Fall 2019.
- Saturday, February 15th: Last day to file for Spring 2020 graduation.
- Wednesday, April 1st: Last day to apply for Withdrawal from a course with a “W”

CLASS TOPICS, READINGS AND ASSIGNMENTS SCHEDULE

Friday, January 31st

Introduction

- 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”

Friday, February 7th

Geography and Empire

- Sanabria, Harry. 2007. “Chapter 2: Introducing Latin America, and the Caribbean “in *The Anthropology of Latin America and the Caribbean*, 17-49.
- 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*, 25th Anniversary Edition. New York: Monthly Review Press. Pp. ix-10.
- Marshall, Tim. 2018. “Latin America” in *Prisoners of Geography: Ten Maps That Explain Everything About the World*. New York: Scribner.
- Immerwahr, Daniel. 2016. "The Greater United States: Territory and Empire in U.S. History," *Diplomatic History*, Vol. 40, No. 3: 373-391.
- **Video:** <https://www.youtube.com/watch?v=RvIUGYvLg0s> Democracy Now! Interview – “How To Hide an Empire “Daniel Immerwhar on the History of Greater United States. (In-class)

Recommended reading:

- Marshall, Tim. 2018. “United States” in *Prisoners of Geography: Ten Maps That Explain Everything About the World*. New York: Scribner.

Friday, February 14th – Culture

- Nader, Laura. 2019. “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. 1-21.
- Cowall, Emily and Priscilla Medeiros. 2019. “The Culture Concept” in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 1-21
- **Documentary:** Harvest of the Empire (2011) Directed by Juan González.

Friday, February 21st – Race and Ethnicity

- García, Justin. 2019. “Race and Ethnicity” in in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-21.
- De Gobineau, Arthur, *The Inequality of Human Races* (excerpt). 2007. Chapter 8 “Identity Construction #4: Nation” in *Reframing Latin America: A Cultural Theory Reading of the Nineteenth and Twentieth Centuries*. Eds Erik Ching, Christina Buckley, Angélica Lozano-Alonso, pp. 134-143.
- Firmin, Joseph-Anténor. “Introduction”, and “Conclusions” in *The equality of human races: positivist anthropology, 2002*, xi-xlvi, 443- 451.

Friday, February 28th**Workshop Day**

- Library Information Session; Prof. Mariana Regalado, Head of Reference and Instruction. Subject Librarian for Anthropology and Archaeology, Brooklyn College-CUNY. (To Be Confirmed)
- Visit from the Magner Career Center, Natalia Guarín-Klein, Director (11:15 AM-11:45 AM)
- Visit from the Brooklyn College Learning Center (12:00-12:30PM)

Friday, March 6th**Transatlantic Slave Trade and Identity**

- 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.
- Mintz, Sidney W. 1986. “Introduction” in *Sweetness and Power: The Place of Sugar in Modern History*. Pp. Xv-xxx. New York: Penguin Books.
- Trouillot, Michel-Rolph. 1995. “Chapter 3: An Unthinkable History” in *Silencing The Past: Power and the Production of History*, Pp. 70-107. Boston: Beacon Press.

Thursday, March 12th to Wednesday, March 18th – CUNY Instructional Recess

Transition to Distance Learning – CONAVID 19 (Corona Virus)

Public Health Emergency

Friday, March 20th**Medical Anthropology: Epidemics, Culture, and Race**

- **Video:** Art + Science = Medical Anthropology (University of Washington)
<https://www.youtube.com/watch?v=5aL7aTW5R1s>
- **Radio Clip:** Just for Kids: What Kids Want to Know About Coronavirus
<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?>

- **Podcast:** When Xenophobia Spreads Like a Virus – NPR Codeswitch Podcast
<https://www.npr.org/2020/03/02/811363404/when-xenophobia-spreads-like-a-virus>

Mid-term due – Friday, March 27th (11:59PM – Blackboard)
Saturday March 28th (Partial credit)

Friday, April 3rd

Gender and Sexuality

- 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
<https://www.latinousa.org/2019/06/25/seekingasylum/>
- **Film Review & Film Trailer** – “José” is a Tender Look at Being Young, Gay, and Indigenous in Guatemala – Remezcla <https://remezcla.com/features/film/review-jose-iff-panama-guatemala/>

April 8th- April 16th – Spring Recess

Friday, April 17th

Culture & Economy

- Lyon, Sarah. 2019. “Economics” *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Washington DC: American Anthropological Association. Pp. 1-27.
- 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
<https://www.youtube.com/watch?v=ibjUpk9Iagk&feature=youtu.be>

Friday, April 24th

Environmental Anthropology, Climate Change, and Sustainability

- Palmer, Christian T. 2019. “Culture and Sustainability: Environmental Anthropology in the Anthropocene” in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-25.
- Llórens, Hilda. 2016. “In Puerto Rico, environmental injustice and racism inflame protests over coal ash” *The Conversation*, published on December 8th, 2016
<https://theconversation.com/in-puerto-rico-environmental-injustice-and-racism-inflame-protests-over-coal-ash-69763>
- **Video** – The Economics of Climate Change – Economic Commission for Latin America and the Caribbean – United Nations
https://www.youtube.com/watch?v=_kwnOH0wIII

- **Video** – The Human Impact of Climate Change: Personal Stories from Belize, Bolivia and Brazil <https://www.youtube.com/watch?v=Lv2XxXNqZa8>

Friday, May 1st

Food & Health

- Harris, Marvin. "Good to Think or Good to Eat?" in *Good to Eat: Riddles of Food and Culture*. Long Grove: Waveland Press. 1998. 13-18; 235-248.
- Gálvez, Alyshia. 2018. "Introduction" in *Eating NAFTA: Trade, Food Policies, and The Destruction of Mexico*. Berkeley: University of California Press. Pp. 1-26
- **Documentary**: "¡Salud! Myths and Realities of Mexican Migration," (Directed by David Schwittek and Alyshia Gálvez), (2017) <https://filmfreeway.com/1314729>
- **Podcast**: "Eating NAFTA: Food, Trade and the Destruction of Mexico" No Jargon Podcast, the podcast is a production of the Scholars Strategy Network, June 13, 2017, <https://scholars.org/podcast/nafta-winners-and-losers>

Friday May 8th

Linguistic Anthropology and Language Ideologies

- Light, Linda. 2019. "Language" in *Perspectives: An Open Invitation to Cultural Anthropology*. Ed. Nina Brown, Laura Tubelle de González, and Thomas McIlwraith. Pp. 1-21.
- Urciouli, 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 Arnetha F. Ball. Pp. 65-80.
- **Video**: "The Social Life of Language" with Mike Mena <https://www.youtube.com/watch?v=ahMAAKNCDNM>
- **Video**: Al Jazeera English- Nuqanchik: Peruvian news and the politics of language | The Listening Post <https://www.youtube.com/watch?v=FUyGnVNxJvo>
- **Netflix**: "One Day at a Time", Season 2, Episode 1 "The Turn" (2018) – Optional if you have access to Netflix

Friday, May 15th

Politics and Sports – Final class

- Course wrap-up; respond to any questions regarding the final assignment, and other inquiries.
- 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)
https://tubitv.com/movies/516915/american_ftbol?utm_source=google-feed&tracking=google-feed

Documentary Analysis - Due Friday, May 22nd (Full credit); Saturday, May 23rd (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.

- ❖ <https://library.brooklyn.cuny.edu/resources/> - Brooklyn College Library Website
- ❖ <https://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/anthropology.php> - Department of Anthropology and Archaeology, Brooklyn College, CUNY
- ❖ www.lasa.international.pitt.edu - Latin American Studies Association Website
- ❖ www.americananthro.org - American Anthropological Association Website
- ❖ <https://www.amnh.org/our-research/anthropology> Anthropology Division- American Museum of Natural History, New York, NY
- ❖ www.centropr.hunter.cuny.edu - Center for Puerto Rican Studies, Hunter College, CUNY
- ❖ www.ccnyc.cuny.edu/dsi - Dominican Studies Institute, City College of New York, CUNY
- ❖ <http://www.brooklyn.cuny.edu/web/academics/schools/socialsciences/undergraduate/prlstudies.php> - Department of Puerto Rican and Latino Studies, Brooklyn College, CUNY
- ❖ <https://www.lehman.edu/academics/arts-humanities/latin-puerto-rican-studies/index.php> - Department of Latin American, and Latino Studies- Lehman College, CUNY
- ❖ <http://www.hunter.cuny.edu/afprl> - Department of Africana, and Puerto Rican/Latino Studies- Hunter College, CUNY
- ❖ http://www.baruch.cuny.edu/wsas/academics/black_latino/index.htm - Department of Black and Latino Studies- Baruch College, CUNY
- ❖ <http://clacls.gc.cuny.edu> - Center for Latin American, Caribbean, and Latino Studies – Graduate Center, CUNY
- ❖ <http://as.nyu.edu/clacs.html> - Center for Latin American and Caribbean Studies – New York University (NYU)
- ❖ <http://ilas.columbia.edu> - Institute for Latin American Studies- Columbia University

- ❖ <https://www.cepal.org/en> 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.