

SAS Spring 2013

Discipline: Anthropology

ANTH 1010: Introduction to Cultural Anthropology

Lower Division Course (Pre-requisites: None)

Faculty Name: Monica Frölander-Ulf

Class time and place: B-Day 10:50-12:05 Room 4

INTRODUCTION TO CULTURAL ANTHROPOLOGY SYLLABUS

COURSE DESCRIPTION: Cultural anthropology is the comparative study of society, culture, and human diversity focusing on the various ways that people's lives are shaped by history, political economy, social relationships, and cultural images, such as those created by the media. Students learn to apply some of the major theoretical approaches utilized by anthropologists to analyze access to property and material transactions, family and kinship organization, political organization, conflicts and social control, as well as religious and secular beliefs and rituals, in a variety of societies within the larger context of globalization and alterations in local communities over time. In the ports of call, students have the opportunity to develop their observational, note-taking, and analytical skills in investigating a particular aspect of the local culture.

COURSE RATIONALE: The increasingly rapid and frequent movements of peoples and ideas foster cultural diversity in all parts of the globe. More and more businesses and other organizations operate internationally and with more diverse work forces. The knowledge and skills offered by anthropology are likely to help us interact more intelligently with people from a variety of cultural backgrounds and to make more effective decisions in situations that involve socially complex and culturally diverse settings. Anthropological perspectives also offer solutions to the many pressing problems of today. And, they provide a way for us to take a critical look at ourselves and the ways in which our own behaviors impact others in various parts of the world.

COURSE GOALS: At the end of the course you will be able to:

- Describe the discipline of anthropology and its place in the development of European and Euro-American social science
- Contrast a variety of knowledge systems with European and Euro-American philosophical assumptions
- Apply the basic concepts of anthropology to real-life situations
- Apply specific theoretical perspectives to explain human behavior and thought
- Use specific data to critically examine many common assumptions held about your own and other peoples' cultures
- Develop your analytical, observational, listening, reading, speaking, and writing skills
- Thoughtfully reflect on our shared responsibilities as human beings

REQUIRED TEXTS:

AUTHOR: Nanda, Serena & Richard Warms

TITLE: Culture Counts: A Concise Introduction to Cultural Anthropology

PUBLISHER: Wadsworth Publishing

ISBN-10: 1111301530

ISBN-13: 978-1111301538

DATE/EDITION: 2011 (2nd edition)

Plus assigned articles

COURSE EVALUATION:

Class attendance and participation: 20%

Field assignments: 20%

Reflections on assigned readings: 15%

Graded journal: 10%

Midterm exam: 15% & Final exam: 20%

(See detailed descriptions of each below)

COURSE OUTLINE

JANUARY 12 (B1)

INTRODUCTION. WHAT IS ANTHROPOLOGY? Indiana Jones and Other Anthropologists. What is Anthropology, really?

Reading assignments:

- Nanda & Warms, Ch. 1 (pp. 1-20)
 - American Anthropological Association website information.
- Video:** Chimamanda Ngozi Adichie, "The Single Story." (TED Speaker series)

JANUARY 14 (B2)

WHAT IS A HUMAN BEING? A) What is 'culture'? Who are 'we'? B) What does language have to do with culture?

Reading assignments:

- Nanda & Warms, Ch. 2 (pp. 23-45), Ch. 4
- Haunani-Kay Trask, "Introduction," in From A Native Daughter, (pp. 1-21)
- Manu Aluli Meyer, "Native Hawaiian Epistemology: Sites of Empowerment and Resistance," *Equity & Excellence in Education*, 31:1 (pp. 22-28)

JANUARY 15-16: HILO, HAWAII

Recommended in-port programs: TBA

JANUARY 18 (B3)

WHAT IS A HUMAN BEING? ...CONTINUED. C) Are 'culture' and 'race' the same thing? What is innate and what is learned behavior? What is the meaning of the statement "race is a culturally constructed concept?" Reflections on readings about, and in-port experiences, in Hawai'i.

Reading assignments:

- Nanda & Warms, Ch. 2, section on 'race' (p. 13) and Ch. 10 (pp. 240-244)
- Kauanui, Kehaulani, Excerpt from "Got Blood," in Hawaiian Blood, Ch. 1.

JANUARY 20 (B4)

WHAT DO ANTHROPOLOGISTS DO? ANTHROPOLOGICAL THEORIES, METHODS AND DATA GATHERING TECHNIQUES. How do we know what we know? Is everyone biased? Whose science is science? A critical examination of the evolution of anthropological theory and the reasons why only some anthropologists made it into the textbooks.

Reading assignments:

- Nanda & Warms, Ch. 3 (pp. 47-71)
- Haunani-Kay Trask, "From A Native Daughter," (pp. 113-122) and "What Do You Mean "We" White Man?" (pp. 123-135).
- Teju Cole, "The White Savior Industrial Complex." *The Atlantic*, March 21, 2012.
<http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/2/>

JANUARY 24 (B5)

THE COMMUNAL MODE OF PRODUCTION - WHAT IS THAT? The political economy of bands and tribes, and what indigenous societies can teach the rest of humanity.

Reading assignments:

- Nanda & Warms, Ch. 5 (pp. 99-114); Ch. 6 (pp. 125-139); Ch. 9 (pp. 203-215)

JANUARY 21 LOST DAY

JANUARY 22 STUDY DAY

JANUARY 26 (B6)

HAVE THINGS REALLY CHANGED FOR THE BETTER? WHAT IS 'PROGRESS' ANYWAY? Sociocultural evolution and why some humans changed their way of making a living at different speeds and in different directions. Systemic inequality, mass consumption and their consequences.

Reading assignments:

- Mark Bittman, "Rethinking the Meat-Guzzler." *New York Times*, January 27, 2008
- CIA Fact Book: Japan
- Okamoto, Yoshihiro. "A Comparative Study of Homelessness in the UK and Japan." *Journal of Social Issues*, Vol. 63, No. 3, 2007 (pp. 525-542)
- Greg Mitchell "From Hiroshima to Fukushima: Japan's Nuclear Legacy and Lessons for Today." *The Nation*, March 17, 2012

JANUARY 27-31: YOKOHAMA & KOBE, JAPAN

Recommended programs:

VISIT TO HIROSHIMA
JAPANESE HOME VISIT

FEBRUARY 2 (B7)

HOW DID SOCIETIES BECOME SO UNEQUAL? Causes and cultural consequences of state formation. Inequality in archaic and industrial states.

Reading assignments:

- Nanda & Warms, Ch. 5 (agriculture, industrialism), Ch. 6 (focus on capitalism), Ch. 9, Ch. 10 (focus on stratified systems)
- CIA Fact Book: China
- Library of Congress Country Studies: China, "The Ancient Dynasties," "The Imperial Era," and "Restoration of Empire."
<http://countrystudies.us/china/>
- Chang, Leslie, *Factory Girls*, Ch. 5 (pp. 98-119)

Documentary: "China Blue"

FEBRUARY 3-8: SHANGHAI AND HONG KONG

Recommended in-port programs:

TASTING THE DAILY LIFE OF A SHANGHAI CITIZEN
VISIT TO EXPORT PROCESSING ZONE (if possible)

FEBRUARY 10 (B8)

WHAT IS THIS THING CALLED GLOBALIZATION? Reflections on students' experiences in Japan and China as they relate to the course material.

Reading assignments:

- Nanda & Warms, Ch. 5 (pp. 120-123)
- Elizabeth Grossman, "Where Computers go to Die and Kill" in Kroll & Robbins, *World in Motion*, Ch. 9: Global Trade of Electronic Waste (pp. 155-164)

FEBRUARY 12-17: HO CHI MINH CITY, VIETNAM

Recommended in-port programs:

- THE MUSEUM OF WAR REMNANTS
- MEKONG DELTA DAY TRIP
- CAO DAI TEMPLE VISIT

FEBRUARY 18 (B9)

WHAT IS THIS THING CALLED GLOBALIZATION? CONT... Reconsidering 'development' and 'progress.'

Reading assignments:

- Nanda & Warms, Ch. 12 (pp. 281-304)
- Reading on human trafficking in the U.S. and SE Asia
- CIA Fact Book: Vietnam
- Ronald J. Cima, ed. "Under French Rule" and "Colonial Administration," "The economic Setting," "Historical Background," and "Facts About Vietnam," *Vietnam: A Country Study*. Library of Congress, 1987.
<http://countrystudies.us/vietnam/15.htm>

FEBRUARY 20-21: SINGAPORE

FEBRUARY 22 (B10)

WHAT IS A 'NORMAL' FAMILY? Or is there such a thing? A cross-cultural analysis of family and Kinship structures.

Reading assignments:

- Nanda & Warms, Ch. 7 (pp. 151-177)
- "Family/kin in India," Library of Congress Country Study, <http://countrystudies.us/india/83.htm>

Documentary: Segment on the Mosuo from "Taboo" (the TV series) or "The Kingdom of Women"

FEBRUARY 24 (B11)

WOMEN AND MEN - IS THAT ALL THERE'S TO IT? How do various societies understand sex and gender?

Reading assignments:

- Nanda & Warms, Ch. 8 (pp. 179-202)
- Gayatri Reddy, Excerpts from "The Men Who would Be Kings: Celibacy, Emasculation and Re-Production of the Hijras in Contemporary Indian Politics." *Social Research* (2003) Vol. 70 #1:163-200.
- Than Than Nwe, "Gendered Spaces: Women in Burmese Society." *Transformations* #6 (2003)

FEBRUARY 25-MARCH 1: RANGOON, BURMA

Recommended in-port programs (preliminary): TBA

MARCH 3 (B12) - MIDTERM EXAM

MARCH 6-11: KOCHI, INDIA

Reading assignments:

India: A Country Study. Library of Congress, 1995. <http://countrystudies.us/india/>

Kudumbashree Mission (Kerala) Wikipedia, the free encyclopedia

FIELD LAB: CHENDAMANGALAM VILLAGE PROGRAM Day 6 Kochi (Cochin): Visit to a Kudumbashree project site in the village of Chendamangalam. Launched by the Government of Kerala in 1998 to wipe out poverty through concerted community action under the leadership of Local Self Governments, Kudumbashree is today one of the largest women-empowering projects in the country. The program covers more than 50% of the households in Kerala and is built around three critical components, **micro credit, entrepreneurship and empowerment**. For more details, please see Explanation of Course Requirements below.

PAPER DUE DATE: March 21/22

Other recommended in-port programs: TBA

MARCH 12 & 14 (B13/14)

RELIGION, WITCHCRAFT, AND SORCERY. In-class reflections on readings about, and experiences in, India.

How do anthropologists study religion? Why are there so many different religious belief systems?

Reading assignments:

- Nanda & Warms, Ch. 10 (pp. 205-227); Ch. 11 (pp. 255-271)

Documentaries: Segment of "Taboo" about young Apache women's 'Sunrise' ceremony; "Muslims" (excerpts on Muslim women in Malaysia).

MARCH 15 STUDY DAY

MARCH 17 & 20 ((B15/16)

RESISTANCE TO COLONIALISM AND NEO-COLONIALISM. These course segments focus on a broad range of resistance movements, including military resistance, revitalization movements, workers' and farmers' organizations, liberation theology, political and cultural nationalism, peace and women's movements, and environmentalism.

Reading assignments:

- Nanda & Warms, Ch. 11 (pp. 272-280), Ch. 5 (pp. 120-121), Ch. 12, Ch. 13 (focus on resistance)
- Renee Sylvain, "Disorderly Development: Globalization and the Idea of 'Culture' in the Kalahari." *American Ethnologist* 32(3) 2005 (pp. 354-370).

MARCH 18: PORT LOUIS, MAURITIUS

Reading assignment:

- Nanda & Warms, Culture Counts, pp. 332-333.

MARCH 21 STUDY DAY

MARCH 23 (B17)

RESISTANCE TO COLONIALISM AND NEO-COLONIALISM IN SOUTH AFRICA.

Reading assignments:

- Wangari Maathai, "The Cracked Mirror," *Resurgence Magazine*, November 2004
- Nigel C. Gibson, Excerpt from "Zabalaza, Unfinished Struggles against Apartheid: The Shackdwellers' Movement in Durban," *Socialism and Democracy*, 21(3) 2007 (pp. 60-96) <http://dx.doi.org/10.1080/08854300701599817>

Documentary: Amandla! Revolution in Four-Part Harmony (Excerpt)

FIELD LAB PAPER DUE DATE

MARCH 25-30: CAPETOWN, SOUTH AFRICA

Recommended in-port programs (preliminary):

!KHWA TTU ROUTE: SAN CLTURE AND EDUCATION CENTRE
CAPE TOWN, APARTHEID & ROBBEN ISLAND
TOWNSHIP HOMESTAY
AMY BIEHL CENTRE
OPERATION HUNGER

MARCH 31 (B18) In-class reflections on readings about, and experiences in South Africa.

APRIL 2 (B19)

APPLIED ANTHROPOLOGY. What are some practical uses of anthropology? How can anthropology help identify and - perhaps - solve some of the problems we encountered on our journey? A critical look at the concept of 'service.'

Reading assignments:

- Nanda & Warms, Ch. 14.
- Ivan Illich, "To Hell with Good Intentions" http://www.swaraj.org/illich_hell.htm

APRIL 3 STUDY DAY

APRIL 5 (B20)

GLOBAL TO LOCAL: LOCAL TO GLOBAL. This class period give us the opportunity to pull together the wealth of information that we have been given and gathered ourselves on the journey. We reflect on the nature of our relationships to each other across the planet in class discussions and **field lab presentations**.

Reading assignments:

- Beijing Women's Declaration & Platform for Action, <http://www1.umn.edu/humanrts/instree/bejingmnu.htm>
- UN Declaration of the Rights of Indigenous Peoples.

APRIL 6-10: TEMA/ACCRA

Recommended in-port programs (preliminary):

TEMA/GA QUEEN MOTHERS
CAPE COAST CASTLE

APRIL 12 (B21)

GLOBAL TO LOCAL: LOCAL TO GLOBAL. In this class period we continue to pull together the wealth of information that we have been given and gathered ourselves on the journey and to reflect on the nature of our relationships to each other across the planet in general class discussion and **field lab presentations**.

Reading assignments:

- Ngo-Ngijole Banoum, Bertrade (2005) *The Yum. An Indigenous Model for Sustainable Development*, "in Oyewumi, Oyeronke, ed. *African Gender Studies*, pp. 333-337.
- Desmond Tutu, "Tribute to Community," speech August 5, 2005.

APRIL 13: STUDY DAY

APRIL 15 (B22)

WHAT CAN WE DO? WHAT SHOULD WE DO? WHAT SHOULDN'T WE DO? The final question is what we intend to do with all the knowledge we have been privileged to receive. Anthropologists have developed ethical guidelines to ensure the safety and privacy of the people they work with. But do our responsibilities as anthropologists and ordinary citizens go beyond this? **Field lab presentations**.

Reading assignments:

- Nanda & Warms, Ch. 3 (pp. 63-71)
- Emily Benedek, "My Mom Always Says, 'Never Trust a White Person,'" in *Beyond the Four Corners of the World. A Navajo Woman's Journey*, Ch. 4, pp. 27-35.
- Noah Shachtman, "An Army Anthropologist's Controversial culture Clash" <http://www.wired.com/dangerroom/2008/09/controversial-a/>

APRIL 18-21: CASABLANCA

Reading assignments:

- Al-Hamarneh, Ala & Steiner, Christian, "Islamic Tourism: Rethinking the Strategies of Tourism Development in the Arab World After September 11, 2001." *Comparative Studies of South Asia, Africa and the Middle East*, 24 (1) 2004 (pp. 173-182)

Recommended in-port programs (preliminary):

BERBER VILLAGE VISIT

APRIL 22: STUDY DAY

APRIL 23: B-DAY FINAL EXAM

APRIL 24: CONVOCATION

APRIL 25: ARRIVE IN BARCELONA

EXPLANATION OF COURSE REQUIREMENTS:

Class Preparation, Attendance and Participation (20% of grade)

The important work of integrating readings, lectures, and field experiences takes place the classroom. Therefore, class preparation, attendance, and general participation will be monitored and highly valued. You must read the required reading material before coming to class and be prepared to respond to questions about the readings. During reflection sessions, your informed input is expected and valued. Your journal entries serve to stimulate our class discussions and everyone is asked to read a passage from the journal once during the term. Class sessions are also designed for you to practice your active listening skills.

One unexcused absence is allowed. Any further unexcused absences are penalized by an automatic loss of a full grade for every missed class. You must show a nurse's or doctor's note in order to be excused from class.

Reflections on reading assignments and in-port experiences (15%) Students periodically receive questions related to specific reading and in-port assignments (to be determined later) during the semester, which sometimes are to be answered in writing and sometimes discussed in class. The goal is to guide your integration of the course materials, to hone your critical reading skills, and to improve the quality of class discussions.

Graded Journal (10%) The journal allows you to keep track of what you have read, heard, observed and experienced throughout the semester. The journal provides a way for you to actively participate in the reflection sessions where we share in-port experiences and lessons learned from the readings. You must submit the journals once during the semester for feedback and finally for grading at the end of the journey.

Two exams (15% and 20%, respectively) The exams give you an opportunity to demonstrate your understanding of the course materials and their relevance to the field assignments and cultural experiences in the countries visited. Part of the exam is composed of objective questions, part essay. You receive study questions ahead of time from which your instructor selects some (you will not know which ones) for you to answer in class.

FIELD LAB. (20% of grade)

Visit to a Kudumbashree project. Launched by the Government of Kerala in 1998 to wipe out poverty through concerted community action under the leadership of Local Self Governments, Kudumbashree is today one of the largest women-empowering projects in the country. The program covers more than 50% of the households in Kerala and is built around three critical components, **microcredit**, **entrepreneurship** and **empowerment**. [<http://www.kudumbashree.org/>]

You will be organized into sets of field partners or teams who submit a jointly written paper (4-5 pages). The paper is to describe your understanding of the information gained in the Field Lab and its relevance to specific course materials (readings, lectures, class discussions). Each team will choose one aspect of the field experience in consultation with the instructor. The topic is to address some of the issues that are covered in this course, such as the variety of ways that humans have organized economic activity, political leadership, gender-based roles and statuses, as well as responses to dominant institutions, ideologies, and external pressures. You may also focus on what we do with the knowledge we gain on this voyage, on the subdiscipline of Applied Anthropology, or on the ethics of social research. Or, you can use the Kudumbashree model as vantage point from which to critically appraise dominant U.S. notions of economic development, foreign aid, and charity. You are also invited to analyze similarities and differences in your interpretations of what you learned. [If you prefer, you may choose to work alone on your field project.] This lab encourages you to hone your observational, listening, and recording and/or note-taking abilities and to develop your writing and public speaking skills.

PAPER DUE DATE: MARCH 23

CLASS PRESENTATIONS: APRIL 5, 12 AND 15

HONOR CODE

As a Semester at Sea student you are enrolled in an academic program administered by the University of Virginia, and are thus bound to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. (Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.)

Each written assignment for this course must be pledged by you, the student, as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."