SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2013  
Discipline: Anthropology  
ANTH 1010 Introduction to Anthropology  
B days 0925-1040, Classroom 1  
Faculty Name: Wenda Trevathan

Pre-requisites: none

COURSE DESCRIPTION

Anthropology is a broad comparative approach to studying humankind that focuses on contemporary cultures and societies throughout the world. It provides a way of understanding both similarities and differences across cultures based on research and observations made by anthropologists who immerse themselves in another culture, a method known as “participant observation.” Concepts we will cover include ethnocentrism, cultural relativism, race and ethnicity, and globalization. Topics examined include kinship, belief systems, gender, marketing and economic systems, political systems and ways of making a living. Although we will immerse ourselves in another culture for only a few days, we will use the anthropological lens to try to appreciate and understand people who live lives very different from our own. For example, we will explore the concepts of race and ethnicity in South Africa, gender in Morocco, religion in Spain, colonialism in Ghana, human rights in Argentina, and kinship in the Amazon. We will learn about and see examples of pastoralism in Morocco, rainforest agriculture in the Amazon, and hunting and gathering in South Africa. At the end of the course and the voyage we should have a greater appreciation for the ways that culture shapes people’s lives and for the increasing effects of globalization and rapid cultural change on traditional societies. We will also have a greater understanding of the ways in which our own culture(s) shapes our view of “the other” and we will be challenged to acknowledge and assess what we have learned about cultures other than our own.

COURSE OBJECTIVES
1. Understand and appreciate the anthropological approach as a way of viewing world cultures and your experience on the Semester at Sea.
2. Appreciate the varieties of ways of organizing social groups, families, and institutions in cultures of the world.
3. Review the ways in which people sustain themselves in various environments through foraging, agriculture, pastoralism and industrialization.
4. Consider the effects of migration and modernization on world cultures.

REQUIRED TEXTBOOKS

AUTHOR: Miller, Barbara  
TITLE: Cultural Anthropology in a Globalizing World, Third Edition (first edition developed while teaching on SAS)  
PUBLISHER: Pearson
TOPICAL OUTLINE OF COURSE

B1- August 27: Introduction to the course and to cultural anthropology
  ➢ Miller Ch 1
  Question: What is anthropology and how does it differ from other social sciences?
  Port focus: anthropological views of Russia and the USSR

August 29-September 1: St. Petersburg

B2-September 2: Overview of anthropology; ethnocentrism, holism, cultural relativism; tourist or anthropologist?
  Question: What is the difference between tourism and anthropology and how can I approach the world more as an anthropologist than a tourist?

B3- September 4: Doing research in anthropology; Ethics and anthropology
  ➢ Miller 2
  Question: How do cultural anthropologists conduct research? What are some of the ethical issues that concern anthropologists?

September 5-8: Hamburg

B4- September 10: How can anthropology help you get a job?
  Other aspects of anthropology: human evolution, primate behavior, human variation
  ❖ QUIZ #1 (covers all readings since beginning of course: Davis, Odede, Miner, Forte and “boxes” from Miller, Chapters 1 & 2)

September 12-14: Antwerp
September 15-16: Le Havre

B5-September 17: Economic systems; Ways of making a living: foraging, gardening
agriculture, and industrialization

Miller 3

Question: How do people in different cultures find food and “make a living”?

B6- September 19: Anthropology in Western Europe; Anthropological views of the era of exploration and colonization


Question: Do anthropologists just study exotic traditional cultures or do they also focus on people living in industrialized economies like the United States and Western Europe? Can anthropology help us understand the legacies of colonialism, both positive and negative?

❖ Journal #1 Due

September 20-23: Dublin

B7- September 25: Anthropology and the Life Course

Question: How do people survive in desert environments and what does anthropology have to say about Islam?

Port focus: camel pastoralism in Morocco; gender in Islam and North Africa

Miller 4

September 27-28: Lisbon
September 30-October 1: Cadiz

October 3-6: Casablanca

B8- October 7: Anthropology of the Life Course (continued)

Begin reading *Nisa* Introduction and Chapters 1-3

Question: How do people in different cultures view pregnancy, childbirth, infancy, childhood, puberty, and old age?

B9- October 9: Disease, Illness, and Healing

Reading: Miller 5

Continue *Nisa* Chapters 4-6

Question: How do people throughout the world deal with health and healing?

❖ QUIZ #2 (covers all readings since last quiz: Kaul, Nisa Intro-chapter 6, and “boxes” in Miller chapters 3-5)

B10- October 12: Anthropology and Africa; Anthropological views of slavery and the transatlantic trade network

Port focus: West Africa and links to the Americas


Continue *Nisa* Chapters 7-9

B11- October 14: Kinship and family systems; gender
Miller 6
Continue Nisa Chapters 10-12
Question: What are the various ways that people organize their kin networks and families? What is the status of women in different cultures of the world?

- Journal #2 Due
- QUIZ #3 (covers all readings since last quiz: Bohannan, Nisa chapters 7-12, “boxes” in Miller 5 & 6)

October 15-18: Tema/Takoradi

B12- October 21: Exam #1 (Covers Miller 1-6 and all class lectures and discussions)

B13- October 24: Race, races and racism
- Finish reading Nisa Chapters 13-15 and Epilogue.
- Brörmann-Thoma. San cultures and preconceptions.

Question: How do anthropologists view races and how can anthropology help us understand racism?
Port focus: The San people of southern Africa and the foraging lifestyle
Film: N!ai: the story of a !Kung woman

October 26-30: Cape Town.
Field Lab: !Khwa tuu - San education center near Capetown (see below for assignment)
(Attendance and participation in the Field Lab is MANDATORY.)

B14- November 1: More on Race, races, and racism
Reflections on South Africa and field trip to San Cultural Center

B15- November 3: Society and social groups
- Miller 7

Question: What social institutions exist across cultures?
- Field Trip Report Due

B16- November 6: Anthropology and human rights
Question: How does anthropology approach issues concerning human rights and social justice?

- Readings: Investigating Human-Rights violations and identifying remains. (Lavenda and Schultz, pp 44-45)
  Film: Search for the Disappeared (NOVA)

- QUIZ #4 (covers all readings since last quiz: Chin, Brörmann-Thoma, readings on Argentina’s “dirty war,” Nisa 13-epilogue; “boxes” in Miller 7, films)

B17- November 9: Legal and political anthropology; bands, tribes, chiefdoms, states
Miller 8
Question: How are people in different societies organized beyond the level of the family and kin network?
Film: the Meat Fight

Journal #3 Due

B18- November 11: Communication

Miller 9
Readings: Taylor, Julie. Tango. (Lavenda and Schultz, p. 291)
Port focus: the Argentine dirty war and the search for the disappeared; The tango and national identity

November 12-16: Buenos Aires

B19- November 19: Belief systems, meaning, religion, and ritual
Miller 10
QUIZ 5 (covers all readings since last quiz: pages from Lavenda and Schultz; film; “boxes” in Miller, 8 - 10)
Question: What different belief systems and forms of religion exist throughout the world?
Port focus: Syncretism in religions among Afro-Brazilians

November 20-27: Rio de Janeiro/Salvador

B20- November 29: Art, music, and culture; Tropical rainforest adaptations
Miller 11
Question: How do people in different cultures express themselves through art and music?

B21- December 1: Anthropological views of migration
Miller 12
Question: How have major migrations affected world history and culture?

B22- December 4: Development, modernization, and globalization
Miller 13
Question: How has development affected traditional cultures throughout the world and what can anthropology contribute to development policies?
Film: Disappearing World: The Kayapo - Indians of the Brazilian Rain Forest

McDonald’s Report Due

B23- December 6: Modernization, continued; Overview and Review
Port focus: Will we experience “culture shock” when we return to the US?

Journal #4 Due
QUIZ #6 (covers all readings and films since last quiz, “boxes” in Miller 11-13)

December 9-11: Havana
December 13: B Day Finals (Covers Miller 7-13 and all class lectures, films, and discussions)

METHODS OF EVALUATION / GRADING RUBRIC

You will have the opportunity to earn up to **500 points** during the semester, based on the following class assignments. Final grades will be determined by the number of points earned:

- 450-500: A
- 400-449: B
- 350-399: C
- 300-349: D
- <300: F

A. Journal of guided observations in each port, details below (100 points)
B. McDonald’s assignment, details below (40 points)
C. Field Lab to !Khwa ttu San Culture and Education Center (100 points)
D. Midterm and final exam: essay and short answer (100 points each). The exams cover the main parts of the textbook chapters and everything covered in class lectures and discussions. They are not cumulative.
E. Quizzes over reading material, films, and the following sections from the textbook chapters assigned since last quiz: “Anthropology Works;” “Culturama;” “Eye on the Environment;” and “Everyday Anthropology” (these are all the “boxed” sections in the textbook). The quizzes will be multiple choice and true-false, and if you read the assigned readings when you are awake, you will do fine. There will be 6 with 10 questions each (60 points).

****ATTENDANCE is mandatory unless you have an excused illness. I will keep attendance and each unexcused absence beyond one will cost you 10 points.

Assignments related to port experiences:
A. Guided set of questions for every port as course evolves; ethnocentrism and cultural relativism as a theme in every port; focus on gender, class, family, nonverbal communication in every port (see below for examples) 100 points
B. Globalization and the market: McDonaldization of the world. Visit a McDonald’s in 3 ports on 3 continents and describe similarities and differences between them and what you are familiar with at home. Consider menu items, most popular items, prices, décor, staff, seating layouts, parking lots, trash disposal, utensils, advertising, clientele. (Based on an internet search, there appear to be McDonalds in all of the ports and/or major cities we will be visiting, with the possible exception of Ghana. Maps are available online.) 40 points
C. Field Trip to San Education Center in Capetown. 100 points

A. **items for inclusion in port journals**
1. Résumé building: Over the course of the voyage you will encounter opportunities and challenges that you will respond to in (we hope) positive ways. Note these in your journal as possible resume statements or responses to job interview questions such as “what is the most challenging situation you have found yourself in and how did you respond to it?” (see Lavenda and Schultz, page 16). *You should include at least 5 as short paragraphs or
compelling bullet points.

2. Cultural relativism/ethnocentrism/culture shock entry for every port.

3. Observations of variations in the four fundamental behaviors related to survival: eating, drinking, sleeping and eliminating (see Miller, chapter 1).

4. An example of globalization in every port – consider if it is an example of clash of civilizations, McDonaldization, hybridization, or localization (p. 17 in Miller).

5. Gender. Look for evidence of gender roles in occupation and location. Are there places where men are more common than women and vice versa? Is there evidence of segregation by gender? Is there evidence of male or female vocations? In a group, who does the most and the loudest talking? Who seems to play the dominant role in child care? Do boys and girls play together or do groups seem to be segregated? Do boys and girls seem to play differently? Does your gender have an effect on the way you are treated?

6. Answer 10 of the “Thinking Out of the Box” questions scattered throughout the text (pp 5, 13, 29 35, 37, 63, 77, 98, 103, 127, 129, 153, 166, 184, 189, 238, 240, 245, 261, 273, 277, 287). Do at least 2 for each time you hand in your journal. Please label them “TOB #1” etc.

7. Answer one of the Critical Thinking Questions (pp. 86, 170, 199, 231, 254). Hand it in with the appropriate section from the text.

How the journal will be graded:
You will hand in your journal four times during the semester (B-6, B-11, B-17, and B-23). Each section is worth 25 points and will be graded as follows:

23-25 points. Excellent, far more than the minimum requirement, well written, thoughtful, seems to have been written during or immediately after each port, evidence of reflection about experiences in port.

20-22 points. Very good, more than the minimum, writing acceptable, seems to have been written a day or two after each port.

17-19 points. Adequate coverage of requirements, writing brief, more rote than thoughtful, seems to have been written several days after a port.

14-16 points. Bare minimum coverage, some material not included, seems to have been quickly written just before being handed in.

Less than 14. Something handed in, but not much content or reflection.

B. McDonalds field trip report is due B-22 and will be graded by a similar rubric:

36-40 points. Excellent.

32-35 points. Very good.

28-31 points. Adequate.

24-27 points. Minimal

Less than 24 points. Not much there.

C. Mandatory Field Trip to San Education Center near Capetown Due B-16 (100 points)
Write a report (4-5 pages long) about the field trip making comparisons with what you have read in the text (see pages 19, 37, 43, 48-51, 72, 99-100, 161) and Nisa. Consider all of the following: subsistence systems, economic systems, life course, gender, kinship, social stratification, political system, religion, healing, art, communication, migration and effects of colonialism. Answer this question: Is the information that the San people try to share at the Education center more like a tourist attraction or an educational experience? Explain your answer. Your report will be graded
along the same lines as the journal and McDonald’s report. IF YOU MISS THE FIELD TRIP, YOU WILL AUTOMATICALLY LOSE 100 POINTS.

RESERVE LIBRARY LIST

AUTHOR: Clark, Gracia
TITLE: African market women: seven life stories from Ghana
PUBLISHER: Indiana U.
ISBN #: 978-0253221544
DATE/EDITION: 2010

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves 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 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].”