

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Anthropology

**ANTH 1010-501 & 1010-502: Introduction to Anthropology: Peoples, Cultures,
and Technologies**

Lower Division

Faculty Name: Dr. Janice E. Stockard

Pre-requisites: None

COURSE DESCRIPTION

What is the relationship between people, their history, their environment, and the technologies they develop and adopt? How does technological change affect family relationships and social and gender hierarchies in society?

This class introduces students to the theories and practices that define anthropology as a field of study and that shape its distinctive perspective on culture and society. Several societies provide the focus for our in-depth exploration of how technologies trigger and shape cultural change. In this course, we consider examples of the introduction of new technologies in different cultural contexts, including in industrializing and post-industrial societies, as well as in societies with economies based on agriculture, pastoralism, foraging, trade, and tourism. Where possible, we will consider the impact of both historical and contemporary technologies.

Our several cultural cases will highlight societies that are destinations on our trip. In addition, other societies, cultures, and technologies will be introduced when useful for comparative purposes. Field Labs at ports of call will provide students with an opportunity to observe local technologies in craft workshops, at industry sites, and in other technology-rich social spaces.

COURSE OBJECTIVES

In this course, we address several important cross-cultural questions:

- How has the introduction of new technology in the fields of transportation, farming, fishing, textile production, industry, and communication influenced the organization of work and the workplace?
- How does the introduction of new technologies differently affect the status of men and women in family and society?
- Finally, how does the different kind of work performed by diverse social and ethnic groups in society affect their access to technology?

REQUIRED TEXTBOOKS

- *Nanda, Serena and Richard Warms. [2014] *Culture Counts: A Concise Introduction to Cultural Anthropology*, 2nd edition. Cengage Learning/Wadsworth [e-book] ISBN: 9781111301538
- *Bestor, Theodore. 2004. *Tsukiji: The Fish Market at the Center of the World*. Berkeley: University of California Press
ISBN: 0-520-22024-2
- *Lee, Richard B. 2013. *The Dobe Ju/'hoansi*, 4th ed. Belmont CA: Cengage Learning/Wadsworth
ISBN: 1-111-82877-6
- *Clark, Gracia. 1994. *Onions Are My Husband: Survival and Accumulation by West African Market Women*. Chicago: Univ. of Chicago
ISBN-13 978-0226107806

TOPICAL OUTLINE OF COURSE

Schedule of Readings

Cultural Encounters in Anthropology

1. What is “culture”?

*Nanda and Warms, *Culture Counts*, Chapter 1: “What is Anthropology and Why Should I Care?” [e-book]

*Nanda and Warms, *Culture Counts*, Chapter 2: “Culture Counts.” [e-book]

2. From the “Field”: Anthropologists’ Perspective on Culture

*Nanda and Warms, *Culture Counts*, Chapter 3: “Doing Cultural Anthropology” [e-book]

3. Technology in Culture

*Nanda and Warms, *Culture Counts*, Chapter 4: “Making a Living” [e-book]

Stockard, Janice and Evelyn Blackwood. [2015, forthcoming.] “Technology and Culture Change.” In *Cultural Anthropology: Mapping Cultures Across Space and Time*.

Encountering Japan

4. First Encounters and Cultural Representations ~

*Nanda and Warms, *Culture Counts*, Chapter 4: “Communication” [e-book]

5. From the Field: A Study of a Japanese Market and Industry

*Nanda and Warms, *Culture Counts*, Chapter 5: “Economics” [e-book]

*Bestor, Theodore. 2004. *Tsukiji: The Fish Market at the Center of the World*. Berkeley: Univ. of California Press. Begin reading

6. Japanese Markets, cont.

*Bestor, Theodore. 2004. *Tsukiji: The Fish Market at the Center of the World*. Berkeley: Univ. of California Press. Continue reading

7. Globalizing Markets and Tastes

Ohnuki-Tierney. 2006. “McDonald’s in Japan: Changing Manners and Etiquette.” In *Golden Arches East*, 2nd ed., pp. 161-182. Stanford: Stanford Univ. Press

Lives and Cultures in China: Then and Now

8. Village Lives and Technology in North China: Then

*Nanda and Warms, *Culture Counts*, Chapter 7: “Marriage, Family, and Kinship” [e-book]

Yang, Martin. 1978. *A Chinese Village: Taitou Shantung Province*. New York: Columbia University Press [Chapter excerpt]

9. Minority Peoples, Cultures and Occupations in China

Gladney, Dru. 2007. “The Rising Politics of Ethnic Difference.” In *Globalization and Change in Fifteen Cultures*, ed. G. Spindler and J. Stockard, pp. 53-71. Belmont CA: Cengage Learning/Wadsworth

Honig, Emily. 1992. “From Immigrants to Ethnicity” (Chapter 3). In *Creating Chinese Ethnicity: Subei People in Shanghai*, pp. 36-57. New Haven: Yale Univ. Press

10. Ethnography of a Chinese City: Shanghai Now

Gamble, Jos. 2013. *Shanghai in Transition*. London: Routledge. [Chapter excerpt]

Davis, Deborah and Julia Sensenbrenner. 2000. "Commercializing Childhood: Parental Purchases for Shanghai's Only Child." In *The Consumer Revolution in Urban China*, ed. D. Davis, pp. 54-79. Berkeley: Univ. of California Press

11. Lives and Changing Technologies in South China

Stockard, Janice E. 1989. *Daughters of the Canton Delta*. Stanford: Stanford University. [Chapter excerpt]

Chang, Leslie T. 2009. *Factory Girls: From Village to City in Changing China*. Spiegel and Grau [Chapter excerpt]

Vietnam

12. Politics and Ethnicity: Overview

*Nanda and Warms, Chapter 9: "Political Organization" [e-book]

Keyes, Charles R. 1984. "Tribal Ethnicity and the State in Vietnam." *American Ethnologist* 20, 1: 178-182

13. Cultures and Technologies Now

Malarney, Shaun K. 2002. *Culture, Ritual, and Revolution in Vietnam*. Univ. of Hawaii [Chapter excerpt]

Truitt, Allison. 2008. "On the Back of a Motorbike: Middle-Class Mobility in Ho Chi Minh City, Vietnam." *American Ethnologist* 35, 1: 3-19.

Burma: Of Tribes and Technologies

14. Colonialism, Conflict, and Culture

*Nanda and Warms, *Culture Counts*, Chapter 12: "Power, Conquest, and a World System" [e-book]

15. Ethnic Identity Then and Now ~

Marshall, Henry I. 2012(1923) *The Karen People of Burma*. Ulan Press [Chapter excerpt]

16. Religious Diversity in Burma

*Nanda and Warms, *Culture Counts*, Chapter 11: “Religion” [e-book]

Nash, June. 2007. “Multiple Perspectives on Burmese Buddhism and Nat Worship.” In *Practicing Ethnography in a Globalizing World*, pp. 77-104. New York: Rowman & Littlefield.

Media Resource: [Documentary Educational Resource archival film on Burma]

Indian Cultures, Occupations, and Castes

17. Cultures and Castes in India

*Nanda and Warms, *Culture Counts*, Chapter 10: “Stratification: Class, Race, Ethnicity, and Caste” [e-book]

Bayly, Susan. 2001. *Caste, Society, and Politics in India*. London: Cambridge Univ. Press [Chapter excerpt]

18. Anthropological Perspectives: Sexualities and Genders

*Nanda and Warms, *Culture Counts*, Chapter 8: “Sex and Gender” [Hijras in India] [e-book]

Lindberg, Anna. 2005. *Modernization and Effeminization in India: Kerala Cashew Workers since 1930*. Copenhagen: Nordic Institute of Asian Studies. [Chapter excerpt]

Lives and Cultures in Transition in Southern Africa

19. Anthropological Encounters

*Lee, Richard B. 2013. *The Dobe Ju/'hoansi*, 4th ed. Belmont CA: Cengage Learning/Wadsworth. Begin reading

20. Cultures in Conflict

*Lee, Richard B. 2013. *The Dobe Ju/'hoansi*, 4th ed. Belmont CA: Cengage Learning/Wadsworth. Continue reading

Shostak, Marjorie. 1981. *Nisa: The Life and Words of a !Kung Woman*. Cambridge: Harvard University Press. [Chapter excerpt]

21. Post-Colonial Challenges

Meskell, Lynn. 2012. *The Nature of Heritage: The New South Africa*. New York: Wiley

Blackwell. [Chapter excerpt]

Peoples and Technologies in Western Africa: Ghana

22. Markets, Technology, and Change

*Clark, Gracia. 1995. *Onions Are My Husband: Survival and Accumulation by West African Market Women*. Begin reading

23. Markets, cont.

*Clark, Gracia. 1995. *Onions Are My Husband: Survival and Accumulation by West African Market Women*. Continue reading

McKinley, Catherine. 2011. *Indigo: In Search of the Color that Seduced the World*. New York: Bloomsbury [Chapter excerpt]

24. State, Cultures, and Technology

Coe, Cati. 2005. "Drumming and Dancing: The State's Involvement in Tradition." In *Dilemmas of Culture in African Schools*, pp. 53-84. Chicago: Univ. of Chicago Press

Burrell, Jenna. 2009. "Could Connectivity Replace Mobility: An Analysis of Internet Café Use Patterns in Accra, Ghana." In *Mobile Phones: The New Talking Drums of Everyday Africa*, ed. M. de Bruijin, F. Nyamnjoh & I. Brinkman, pp. 151-169. Leiden: Langaa and African Studies Center

Cultural Change in North Africa: Morocco and Egypt

25. Moroccan Cultures in Transition

Rabinow, Paul. 1977. "Remnants of a Dying Colonialism" [Chaps. 1, 2, 3]. *Reflections on Fieldwork in Morocco*. Berkeley: Univ. of California Press

26. Changing Pastoral Peoples: Bedouins and Berbers

Abu-Lughod, Lila. 1993. "Patrilineality." In *Writing Women's Words: Bedouin Stories*, pp. 45-85. Berkeley: UC Press

Bourdieu, Pierre. 2003. "The Berber House." In *The Anthropology of Space and Place: Locating Culture*, pp. 131-141. London: Blackwell

Media Resource: Veiled Revolution

FIELD WORK

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

The three plans for Field Labs below are each designed to provide students with the opportunity to study a local industry -- “traditional” workshop or factory – and/or market and to analyze it within its specific cultural context. Ideally, similar industries (e.g. textile production) can be compared and contrasted across cultures and ports of call, both in class discussion as well as in the context of the Class Essay Assignment, described below.

For example, in the Class Essay, topics including the division of labor in textile workshops producing both cloth and garments can be compared and contrasted across ports of call – and at sites that are the focus of class reading. Each local industry can be analyzed, for example, for the composition of its work force by gender, age, ethnicity, class or caste.

1. Textile Industries and Garment Factories (a * indicates preferred Field Lab sites and experiences):

- a. ***Japan:** a garment factory [e.g. kimono] or cloth-making enterprise
- b. ***Vietnam:** a silk-producing workshop or factory [to be contrasted with a Chinese case, featured in course reading]
- c. ***India:** a silk factory [to be compared with above] and/or sari factory [to be compared with below]
- d. **South Africa:** an industrialized garment factory
- e. ***Ghana:** a traditional indigo-dye production workshop or facility and/or a blue and white cloth-weaving workshop
- f. **Morocco:** a Bedouin or Berber “traditional” cloth-making workshop or facility

Field visits to local, central fish markets at ports of call will provide alternative field research experiences for students – and a basis for comparative field assignments. (See below.)

2. Markets and Marketplaces:

- g. ***Japan:** a major fish market in Kobe
- h. **Vietnam:** a major fish market
- i. **Burma:** a major fish market
- j. **India:** a major fish market

FIELD ASSIGNMENTS

As part of each Field Lab and Port-of-Call Assignment, students will be required to

keep a journal for recording their observations on cultural differences in the organization of (and participation in) Textile Industries and Fish Markets and Marketplaces in different countries. Each student will keep close notes on a number of different cultural features and distinctions, including:

- Division of labor (by gender, age, ethnicity, class)
- The apparent “gendering” of production roles and technologies
- Differential access to (or operation of) industrialized technology
- Levels of specialization or skill required for each task in production and/or marketing
- Symbolism of different colors and fabrics
- Description of fishing technology at each port
- What kinds of boats or other craft are used?
- Are there fish farms? (Is fish a sustainable resource?)
- Inventory of different fish featured and sold at each market
- In addition, in the case of Textile Workshops and Factories: Who buys the textiles, domestic or international consumers? How are they sold, as finished garments or as cloth? How are they branded and marketed?
- Additionally, in the case of Fishing Industries and Markets: Who buys the fish? Who eats the fish? If locally consumed, *how* are fish consumed, e.g. in what specific dishes?

METHODS OF EVALUATION / GRADING RUBRIC

In this class, students will be evaluated on the basis of the following:

- **Mid-term Examination:** An in-class mid-term exam will be based on course reading, lectures, and discussion – and will test comprehension of anthropological concepts, methods, and terminology: **25%** of final grade
- **Class Essay:** A class essay assignment will be based on an essay topic (or question) selected from a list of distributed by the instructor. Topics will focus either on cultural change and/or variation at one port of call – or on a comparative analysis of an aspect of culture across ports of call: **25%** of course grade
- **Class Participation:** Class participation, including completion of homework before class, participating in class discussion, introducing one reading assignment for the class – plus keeping a detailed course journal of field lab observations, notes, and assignments: **20%** of course grade
- **Final Exam:** A final (cumulative) examination is based on course reading and lab assignments, class lectures and discussions: **30%** of course grade

ELECTRONIC COURSE MATERIALS

Abu-Lughod, Lila

“Patrilineality”

In *Writing Women’s Words: Bedouin Stories*

Berkeley: UC Press
1993
pp. 45-85

Bayly, Susan
[Chapter 1]
Caste, Society, and Politics in India.
London: Cambridge Univ. Press
2001

Bourdieu, Pierre
“The Berber House”
In *The Anthropology of Space and Place: Locating Culture*
London: Blackwell
2003
pp. 131-141

Burrell, Jenna. 2009.
“Could Connectivity Replace Mobility: An Analysis of Internet Café Use Patterns in Accra, Ghana”
In *Mobile Phones: The New Talking Drums of Everyday Africa*, ed. M. de Bruijin, F. Nyamnjoh & I. Brinkman
Leiden: Langaa and African Studies Center
2009
pp. 151-169

Chang, Leslie T.
[Chapter 5]
Factory Girls: From Village to City in Changing China.
Spiegel and Grau
2009
pp. 98-119

Coe, Cati
“Drumming and Dancing: The State’s Involvement in Tradition”
In *Dilemmas of Culture in African Schools*
Chicago: Univ. of Chicago Press
2005
pp. 53-84

Davis, Deborah and Julia Sensenbrenner
“Commercializing Childhood: Parental Purchases for Shanghai’s Only Child”
In *The Consumer Revolution in Urban China*, ed. D. Davis
Berkeley: Univ. of California Press
2000
pp. 54-79

Gamble, Jos
[Chapter 1]
Shanghai in Transition
London: Routledge
2013

Gladney, Dru
“The Rising Politics of Ethnic Difference.”
In *Globalization and Change in Fifteen Cultures*, ed. G. Spindler and J. Stockard
Belmont CA: Cengage Learning/Wadsworth
2007
pp. 53-71

Honig, Emily
“From Immigrants to Ethnics” (Chapter 3)
In *Creating Chinese Ethnicity: Subei People in Shanghai*
New Haven: Yale Univ. Press
1992
pp. 36-57

Keyes, Charles R.
“Tribal Ethnicity and the State in Vietnam”
American Ethnologist 20, 1
1984
pp. 178-182

Lindberg, Anna
[Chapter 1]
Modernization and Effeminization in India: Kerala Cashew Workers since 1930.
Copenhagen: Nordic Institute of Asian Studies
2005

Malarney, Shaun K.
[Chapter 1]
Culture, Ritual, and Revolution in Vietnam
Honolulu: Univ. of Hawaii
2002

Marshall, Henry I. 2012(1923)
[Chapter 1]
The Karen People of Burma
Ulan Press
2012(1923)

McKinley, Catherine

[Chapter 1]
In Indigo: In Search of the Color that Seduced the World
New York: Bloomsbury
2011

Meskill, Lynn
[Chapter 1]
The Nature of Heritage: The New South Africa
New York: Wiley Blackwell
2012

Nash, June
“Multiple Perspectives on Burmese Buddhism and Nat Worship”
In Practicing Ethnography in a Globalizing World
New York: Rowman & Littlefield
2007
pp. 77-104

Ohnuki-Tierney
“McDonald’s in Japan: Changing Manners and Etiquette”
In Golden Arches East
Stanford: Stanford Univ. Press
2006 2nd edition
pp. 161-182

Rabinow, Paul
“Remnants of a Dying Colonialism” [Chaps. 1,2,3]
Reflections on Fieldwork in Morocco
Berkeley: Univ. of California Press
1977

Shostak, Marjorie
[Chapter 3]
Nisa: The Life and Words of a !Kung Woman
Cambridge: Harvard University Press
1981

Stockard, Janice E.
[Chapter 6]
Daughters of the Canton Delta
Stanford: Stanford University
1989

Stockard, Janice and Evelyn Blackwood
“Technology and Culture Change” (Chapter 9).
In Cultural Anthropology: Mapping Cultures Across Space and Time

Cengage Learning/Wadsworth

[2015, forthcoming]

[*Note: The text *Mapping Cultures* moves into IP September 2013; author will provide that chapter draft for electronic reserve.]

Truitt, Allison

“On the Back of a Motorbike: Middle-Class Mobility in Ho Chi Minh City, Vietnam”

American Ethnologist 35, 1

2008

pp. 3-19

Yang, Martin

[Chapter 1]

A Chinese Village: Taitou Shantung Province

New York: Columbia University Press

1978

ADDITIONAL RESOURCES

[I do not anticipate requiring additional course resources.]

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].”