SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Summer 2014
Discipline: Anthropology
ANTH 1010: Introduction to Anthropology
Lower Division
Faculty Name: Christopher Morris
Credit Hours: 3; Contact Hours: 38

Pre-requisites:
None

COURSE DESCRIPTION
Broadly conceived, cultural anthropology is the study of how human beings organize their lives as members of a society, and the ways in which they make their lives meaningful as cultural individuals. Subsequently, cultural anthropology involves encountering, interpreting, and communicating about the human situation in all its variety. This course endeavors to cover select historical and contemporary theories in cultural anthropology and discusses the nature of fieldwork. We will explore major schools of thought and ethnographic fieldwork in a range of cultures studied by anthropologists. Topics to be covered in the course include: 1) The concept of culture and methodological approaches to it (fieldwork); 2) Anthropological theory, including: structural-functionalism, early American anthropology, interpretive anthropology, postcolonial theory, feminist anthropology, and political economy; 3) Issues related to poverty, class, violence, development, and globalization.

COURSE OBJECTIVES
The principle aims of this course include:
- Familiarizing you with some of the major themes or topics in cultural anthropology
- Understanding how anthropologists use the term “culture”
- Recognizing that you are a product of your own “culture”

REQUIRED TEXTBOOKS

AUTHOR: Zigon, Jarret
TITLE: “HIV is God’s Blessing”: Rehabilitating Morality in Neoliberal Russia
PUBLISHER: University of California Press
ISBN #: 9780520267640
DATE/EDITION: 2010

TOPOICAL OUTLINE OF COURSE

June 16: Depart Southampton
June 17: Orientation

**C1- June 18: Introduction**
(Hand out and read in class) Miner – “Body Ritual Among the Nacirema”

**C2- June 19: “Culture,” Estrangement and Difference**
Bohannan – “Shakespeare in the Bush”
Malinowski, Bronislaw – “The Subject, Method and Scope of This Inquiry”

**C3- June 20: Interpretive Anthropology: The Question of Meaning**
Geertz – “Deep Play: Notes on a Balinese Cockfight”

June 21-24: Lisbon

**C4- June 25: Kinship I**
Goldstein – “When Brothers Share a Wife”

**C5- June 26: Kinship II**
Douglass – “‘We’re Fine at Home’: Young People, Family and Low Fertility in Spain”

June 27-30: Bilbao

**C6- July 1: Sex and Gender I**
Gottlieb – “Interpreting Gender and Sexuality: Approaches from Cultural Anthropology”
Dreger – “Where’s the Rulebook for Sex Verification?”

**C7- July 2: Sex and Gender II**
Select Research Articles from the Scottish Transgender Alliance

**C8- July 3: Midterm 1**

July 4-7: Glasgow

**C9- July 8: Gender, Ethnicity and Conflict I**
Jenkins – “Imagined but Not Imaginary: Ethnicity and Nationalism in the Modern World”
Whitaker – “Gender and the Politics of Justice in the Northern Ireland Peace Process: Considering Róisín McAliskey”

**C10-July 9: Gender, Ethnicity and Conflict II**
Warren – “Writing Gendered Memories of Repression in Northern Ireland: Begoña Aretxaga at the Doors of the Prison”

July 10-13: Dublin
C11- July 14: The Anthropology of Race I
Boas – “Changes in Bodily Form of Descendants of Immigrants”
Goodman, Moses and Jones – “Inventing Whiteness”

C12- July 15: The Anthropology of Race II
Harrison – “Unraveling ‘Race’ for the Twenty-First Century”

C13- July 16: Race, Immigration and Culture
**Hand in 2-3-page field lab reaction/reflection paper**

July 17-20: Bergen and Oslo

C14- July 21: Health, Healing and Humanitarianism I
Zigon – “HIV is God’s Blessing”: Rehabilitating Morality in Neoliberal Russia

C15- July 23: Health, Healing and Humanitarianism II
Zigon – “HIV is God’s Blessing”: Rehabilitating Morality in Neoliberal Russia

July 24-28: St. Petersburg

C16- July 29: Health, Healing and Humanitarianism III
Zigon – “HIV is God’s Blessing”: Rehabilitating Morality in Neoliberal Russia

C17- July 30: Midterm 2

July 31- August 3: Stockholm

C18- August 4: Language and Power I
Deutscher – “Whorf Revisited: You Are What You Speak”

C19- August 5: Language and Power II
Milani and Jonsson – “Who’s Afraid of Rinkeby Swedish? Stylization, Complicity, Resistance”

August 6-9: Helsinki

C20- August 10: Postsocialism, Globalization, and Markets I: The Case of Meat Processing
Dunn – “Standards and Person-Making in East Central Europe”

C21- August 11: Postsocialism, Globalization, and Markets II: The Case of Clinical Trials
Petryna – “The Global Clinical Trial”

August 12-15: Gdansk

C22- August 16: Field Assignment Presentations
C23- August 17: Field Assignment Presentations
**Hand in written field assignment**

C24- August 19: Final Exam

FIELD ASSIGNMENTS
Twenty percent of the contact hours for each course is provided by field work.

Using McDonald’s (or another American fast food brand) as a cultural context, students will be required to visit and compare at least three McDonald’s from three different ports or countries, paying especial attention to architecture, use of space, food consumed, and social relations within the restaurant. Students will write a single report based on the guidelines I will provide. These will be presented in class at the end of the semester.

- Students will record ethnographic observations of the food establishments in a journal.
- Students will describe at least one food that is unfamiliar to them during each visit
- Students will present their field observations and notes as a five page written report.
- Students are expected to incorporate class readings and lecture materials into field report.
- Students will report in class on their results.
- Evaluation will be 80% written report, 20% presentation.

FIELD LAB

Proposal One: Sinn Fein Walking Tour and Tour of Kilmainham Gaol, Dublin, Ireland

Students will summarize their reactions and observations of the Field Lab in a two to three-page reaction/reflection paper. During the field lab, we will engage in discussion, reflection, and analysis together. Detailed instructions will be handed out in class, but some questions to consider during the field lab and to be discussed in the reflection paper may include:

- How is/was race, class, gender, or sexual orientation expressed and enacted in these sites?
- From what you observed, how did/does ethnicity play a role in this conflict?
- What do the cultural artifacts that you observed tell you about the way that race, gender, sexual orientation and expression, religion, and other aspects of identity are expressed?

Proposal Two: Visit a Russian HIV/AIDS nongovernmental organization and/or hospital in St. Petersburg

Students will summarize their reactions and observations of the Field Lab in a two to three-page reaction/reflection paper. During the field lab, we will engage in discussion, reflection, and analysis together. Students will compile observations and descriptions into a two to three-page reaction/reflection report. Detailed instructions will be handed out in class, but generally, the papers will be evaluated through student’s ability to:

- Record ethnographic observations of the farm using a “thick description” methodology
Critically engage with key words and themes like “class,” “inequality,” “syndemics,” “structural violence,” “cultural and moral relativism,” and “immodest claims of causality.”

METHODS OF EVALUATION / GRADING RUBRIC

Attendance and Participation 10%
Field Lab Reaction/Reflection Paper 15%
Field Assignment Report and Presentation 20%
Midterm exam #1 20%
Midterm exam #2 20%
Final exam 15%

Attendance and Participation
Attendance is required, and VITAL to your success in this course (all lecture material—including films—will be fair game on the exams). It is equally vital that you keep up with assigned readings. You should expect to read a significant amount of material over the course of a fast-paced semester. To contribute in class, be successful on exams, and write well-argued essays, it is critical that you read assigned material in advance.

Midterms and Final Exam
Exams will be comprised of essay questions, short answer questions, multiple choice, and matching.

RESERVE LIBRARY LIST
None.

ELECTRONIC COURSE MATERIALS
I will bring the above course readings on a flash drive.

ADDITIONAL RESOURCES
None.

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].”