COURSE DESCRIPTION
Cultural Anthropology has been said to be the most humanistic of the social sciences and the most scientific of the humanities. The intellectual reach of anthropology is largely due to its emphasis on a comparative, cross-cultural perspective for confronting basic questions about human existence. In this class, we will attempt to grapple with these questions within a classroom and in-country culture that promotes active learning and critical thinking about peoples of the world, particularly those whom we visit during the semester-long voyage. Our focus will be on how the conditions in which people live impact survival strategies, social organization, and ideology. At least half our emphasis will be on the impact of globalization in both traditional and more modern societies. We will rely upon case studies (books, articles, and films) and our own in-country field experiences for much of our ethnographic data and analysis.

COURSE OBJECTIVES
1. To define culture and the general features of societies that are useful for explaining cultural differences and similarities.
2. To understand the importance of environment and technology in the evolution of patterns of adaptation.
3. To be aware of demographic pressures and their role in various modes of production.
4. To consider different modes of economic exchange and political organization.
5. To understand domestic organization and its links to gender relations.
6. To become familiar with and apply the basic guidelines of ethnographic research.
7. To recognize the utility of cultural anthropology in the study of globalization.
8. To appreciate how cultural diversity is essential for social development and change.

REQUIRED TEXTBOOKS
Nigel Barley: The Innocent Anthropologist – Notes from a Mud Hut.
Waveland. ISBN 15777661567

Richard Lee: The Dobe Ju/'hoansi

Chinua Achebe: Things Fall Apart.
TOPICAL OUTLINE OF COURSE

A1 Introduction to the class
Read: Barley – The Innocent Anthropologist

A2 The Culture Concept
Read: Barley, cont.
Kluckholm – Queer Customs (AE)
Bohannan – Shakespeare in the Bush (AE)
Miner – The Nacirema (AE)

A3 Cultural Relativism
Read: Dettwyler – Breastfeeding and Culture (AE)
Simmons – Where Fat Is a Mark of Beauty
Bagish – Confessions of a Former Cultural Relativist (reserve)
Fieldnote #1 Due

A4 Ethnographic Fieldwork
Read: Lee – Eating Christmas in the Kalahari (AE)
Sterk – Tricking and Tripping: Fieldwork on Prostitution in the Era of AIDS (AE)
Chagnon – Doing Fieldwork among the Yanomamo (reserve)
DVD: A Man Called “Bee”

A5 Explaining Behavior: Emics and Etics
Read: Harris – The Riddle of the Sacred Cow (reserve)
DVD: Salamander – A Night at the Phi Delt House
Fieldnote #2 Due

A6 Ethnicity and Intolerance – The Irish Potato Famine
Read: Sharp – Negative Stereotypes of the Irish (reserve)
Bigelow – Hunger on Trial (reserve)

A7 Kinship and Descent
Kottak – Kinship, Descent, and Marriage (reserve)

A8 Marriage and the Family
Nanda – Arranging a Marriage in India (AE)
Kristof – Who Needs Love? (AE)
Coontz – The Invention of Marriage (AE)
Layng – When Cousins Do More Than Kiss (AE)

Fieldnotes #3 Due

A9 Making a Living
Read: Womack – Culture in Its Material Context (reserve)

A10 Religion and Belief
Read: Sosis – The Adaptive Value of Religious Ritual (AE)
Jost – Understanding Islam (AE)
Del Guercio – The Secrets of Haiti’s Living Dead (AE)
Gmelch – Baseball Magic (reserve)

Fieldnotes #4 Due

A11 MIDTERM EXAM

A12 Indigenous People of South Africa
Read: Lee - The Dobe Ju/'hoansi, Chapters 1-4
DVD: The Hunters

Fieldnotes #5 Due

A13 Indigenous People of South Africa, cont.
Read: Lee - The Dobe Ju/'hoansi, Chapters 5-9
DVD: The Meat Fight

A14 Apartheid and Social Change
Read: Lee - The Dobe Ju/'hoansi, Chapters 10-14
DVD: N'ai – The Story of a Young !Kung Woman

A15 Tribes, Missionaries, and Social Change
Read: Achebe – Things Fall Apart

Fieldnotes #6 Due

A16 Tribes, cont.
Read: Achebe

A17 Population and Hunger
Lappe – Why Can’t People Feed Themselves (AE)
Diamond – The Arrow of Disease (AE)
Kunzig – Population 7 Billion (AE)
Archambault – Ethnographic Empathy and the Social Context of Rights (AE)

A18 Favelas and Urban Poverty
Read: Scheper-Hughes – Death without Weeping (AE)
Fieldnotes #7 Due

A19 and A20 Women, Men, and Power
Read: Goldberg – Missing Girls (AE)
Hitchcock – Rising Numbers of Dowry Deaths (AE)
Fisher – The New Monogamy (AE)
Nordstrom – The Untold Story of the Amputees (AE)

Fieldnotes #8 Due (A20)

A21 Sugar and Colonialism
Read: Stavrianos – Beginnings of the Third World in Latin America (reserve)

A22 and A23 Cuba after Castro
Read: Roland – Cuban Color in Tourism and La Lucha

A24 FINAL EXAM

METHODS OF EVALUATION:
Final exam: 30%
Midterm exam: 30%
Fieldnotes and Field Lab Reports: 25%
Class Participation: 15%

Field Lab: Morocco
Food, Religion, and Family in Morocco

The Field Lab in Casablanca is designed to introduce Moroccan culture, religion, and family to anthropology students. It combines a cultural tour of the famous Hassan II Mosque with an intimate lunch at the home of a local family. Our bus will take us to the Central Market to see food stalls and mingle with local shoppers. Then we spend some time in the New Medina where we will be able to visit artisans in their workshops and do some serious bargaining in traditional stores.

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].”
FIELDNOTES GUIDELINES Fall 2014

There will be eight Fieldnotes assignments. Students are required to complete at least six. If you choose to do more than six, I will take the best six grades. The assigned activities must be applied in a timely fashion, e.g., an exercise for Class #2 may not be undertaken for Class #8. The reason for this is that early assignments are for ethnographic beginners and they become more complex and challenging as we all mature as cultural anthropologists. Please buy a small notebook that you can carry with you for all your Fieldnotes over the voyage. Early on, please choose a FN partner with whom you can share the experience. Each exercise will require a written report of approximately four pages.

Fieldnotes Exercise #1: I Am An Ethnographer!
Take three items from your room or your backpack that tell something about yourself. Describe them and tell their stories in a page or two. Ask a stranger (may be a student or non-student) on the ship to choose three items and interview the stranger about them. Take good notes, keeping track of your questions and their answers. Write up your findings. When we get to St. Petersburg, repeat the exercise with a Russian.

Due: A3

Fieldnotes Exercise #2: Mapping
Find a block or both sides of a street in Gdansk or Rostok. Describe the block building by building, lot by lot. Draw a map of the block, annotating it in detail. View the block at different times of the day to see how its use differs. The goal here is to literally see and carefully record what you see. As you are working, chat with locals about the block and take good notes.

Due: A5

Fieldnotes Exercise #3: Genealogies and Family
In preparation for visiting Ireland, create a kinship chart of your family. It may be as elaborate as you like, but it has to be portable. Take it with you into the field. Find a local informant willing to create their family’s kinship chart. Discuss your chart first and then work together to do theirs. Take careful notes about the process and what you have discovered about marriage, inheritance, gender, children, size of families, etc.

Due: A8

Fieldnotes Exercise #4: Reflexive Data Gathering
Choose a place (e.g., a market, a square, a restaurant, a church, etc.) in Lisbon or Cadiz where you can spend an hour or two observing. Begin taking notes about the place. Write down how you feel observing others and watching them observe you. Draw a few sketches or map the space on paper. Try to appreciate the difference between verifiable information and your subjective response to that information. Try to develop a note-taking scheme you can use all semester. Once you have about 5 or 10 pages of notes, share
them with your research partner. Ask each other questions like these:

- Are the notes readable?
- What background materials does someone need to understand this place?
- Did you include info on gaining entry and positioning? Your feelings as you worked?
- What assumptions did you bring to the site?
- What details are most interesting? What would you like to know more about?
- What other data do you need to explore this place more?

Due: A10

Fieldnotes Exercise #5: Reading An Artifact
Try your ethnographic gaze on an everyday item in Morocco. It may be a tool, a chair, a musical instrument, etc. Observe it. Take Fieldnotes while you study it. Sketch it or photograph it. If you can, read about objects like this and learn its history. Interview the owner or a good informant about the object. Then make an interpretation. What does it say about the person who uses it? The person who made it? Why did you choose it? What does it tell us about the culture from which it comes?

Due: A12

Fieldnotes Exercise #6: Good to Eat/Bad to Eat
This exercise asks you to investigate foods that are new to you. In Senegal, try to find a local person with whom you can share a meal. Use your ethnographic skills to analyze Senegalese food as a cultural focus. If you are squeamish about mystery foods, keep track of that response as you go through the research. You are not required to taste! But if you do, remember that just eating with SAS friends in a restaurant is not the same as having a local guide to the food. If this isn’t possible, wander through a food market. Chat with shoppers and salespeople as you go, investigating the foods and appreciating culinary customs and preferences. Keep track of your own responses to strange foods or your discovery of marvelous new foods.

Due: A14

Fieldnotes Exercise #7: Mapping Space
The point of this exercise is to record and gather observations during a half-hour or so of everyday routine in Ghana that involves at least two people. This might be mother and daughter making a family meal, an artisan working with his apprentice, women shopping in a market, etc. It is best to work with your research partner on this exercise as you can gather a range of data. For example, one student can keep track of the informants’ conversation while the other tracks body language and use of space. Together you can ask some useful questions. You and your partner can compare the pre-research assumptions you bring to the site and discuss possible conclusions as you work through your data together. Some things to consider:

- Obtain access
- Record your assumptions
- Take notes on the overall setting
Fieldnotes Exercise #8: Analyzing Your Interviewing Skills
This final exercise asks you to review your Fieldnotes and reports to look closely at what you have accomplished and where you can still improve. Choose an early Fieldnotes Exercise and repeat it in Cuba. Working with your research partner, read over and discuss both exercises, critiquing your performance as a beginning ethnographer based on your being a more experienced fieldworker now.  
Due A20