Voyage: Fall 2014  
Discipline: Anthropology  
ANTH 3590-102: Anthropology and Underdevelopment  
Upper Division  
Faculty Name: Tracy Ehlers  

Prerequisites: None.  

COURSE DESCRIPTION  

This class presents an anthropological approach to some of the developing world's most pressing social problems. In some ways the class is a dramatic departure from what anthropologists have normally studied. For many years cultural anthropologists considered their discipline peripheral to Third World issues of poverty, inequality, racism, hunger, etc. Even applied anthropologists were reticent change agents. Recently, however, many researchers working in developing countries have come to grips with the realities facing the people they study, thus reshaping anthropology's contribution to our appreciation of globalization, poverty, human rights, overpopulation, disease, etc. This course is an example of the new, and still controversial, involvement of anthropologists in confronting, studying, and changing the nature of underdevelopment.  

COURSE OBJECTIVES  

1. To help students understand major global issues from an anthropological perspective  
2. To overcome inherent ethnocentric perspectives by working in different cultural settings and with people of diverse cultural backgrounds  
3. To demonstrate the relevance of underdevelopment to students' lives  
4. To engage in historical, cultural, and socioeconomic analysis to identify the dynamics of globalization  
5. To provide research skills and experience to illustrate linkages between poverty, powerlessness, and globalization  
6. To connect students to the role of activist scholars in addressing many of the problems they will confront in the class  

Required Texts:  


Kane, Joe, Savages, Vintage 1996, ISBN 0679740198  


TOPIC OUTLINE OF COURSE

Class 1 – Introduction to the class

Class 2  Anthropology and Social Responsibility
Overing, Joanna

Class 3 Anthropology of Tourism

Class 4 Tourism, cont.

Class 5 Irish Potato Famine

Class 6 Gender and Underdevelopment
Kristof and WuDunn – Half the Sky, Introduction – Chapter 5

Class 7 Gender and Underdevelopment, cont.
Kristof and WuDunn, Chapter 6-10

Class 8 Gender and Underdevelopment, cont.
Kristof and WuDunn, Chapter 11-14

Class 9 Market Women of Ghana

Class 10 Oral Histories of Market Women

Class 11, Market Women, cont.

Class 12 Apartheid and Poverty
1. Schepers-Hughes, Nancy

Class 13 Apartheid and Poverty, cont.

Class 14 The Slave Trade
Wolf, Eric 1982 “The Slave Trade” In Europe and the People without History, p. 195-231. (reserve)

Class 15 The Slave Trade, cont.

Class 16 Liberation Theology and Poverty in Latin America

Class 17 Liberation Theology, cont.

Class 18 Favelas and Urban Poverty
2. Carolina: Child of the Dark

Class 19 - 20 Favelas and Urban Poverty, cont.

Class 21 Sugar and the Impact of Colonialism
Stavrianos – Beginnings of the Third World in Latin America, In Global Rift: The Third World Comes of Age, p. 74-98.

Class 22 Sugar and Colonialism, cont.

Class 23 Cuba: Daily Life after Castro


Class 24 Cuba – The Sex Trade


FIELD COMPONENT
By confronting global problems of underdevelopment, this class allows students to apply anthropological methods to understanding some of the “burning issues” of our time. As such, we anticipate fieldwork experiences that will dramatically illustrate and enhance materials and discussion from class.
FIELD LABS
1. Food Markets and Small Farms of Ghana (See Fall 2013, Anthropology of Food)
The Field Lab for this class will take place in Tema, Ghana. Our preparation emerges from readings and discussions about Ghanaian market women. We will visit a traditional food market and small farm and will sample traditional Ghanaian food in a local restaurant. Our host will be Ms. Francisca Aba Ansah, a local agricultural research scientist who was a 2011 AWARD Fellow (African Women in Agricultural Research and Development) sponsored by USAID and the Gates Foundation. Ms Ansah will be accompanied by students from the University of Ghana who will serve as our guides that day. We will record our observations based on a set of questions that will serve as a focus for our excursion. This field trip will provide us an opportunity to experience food marketing, consumption and production in a West African nation.

2. Tour of slum settlement (favela) in Rio or Buenos Aires. (Ehlers Proposal)
This proposed field lab is based on two sets of readings and discussions: 
a. Liberation Theology and the Latin American Popular Church, and 
b. Ethnographies of the lives of favela residents. 
I am currently working with colleagues from the Iliff Theological Seminary at the University of Denver to set this up. Their connections to the Catholic Church in South America are strong, and I anticipate plans to be in place soon. Our goal is to have fact-finding conversations with clergy and lay workers who collaborate closely with local populations, and to be able to tour the favela and visit residents for first-hand experience.

METHODS OF EVALUATION
Grades will be made up as follows:
Five Take-Home Essays will be assigned. Students are expected to complete 4 = 60% of grade.
Class participation = 20 % of grade
Field Lab Essay = 20%

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].”