Voyage: Fall 2015  
Discipline: Anthropology  
Course Title: ANTH 1010 - 501, 502, & 503: Introduction to Anthropology  
Division: Lower  
Faculty Name: Eve Danziger  
Credit Hours: 3; Contact Hours: 38

Pre-requisites: none  
Course meets in Room 4 on B days, 10.50 a.m. – 12.05 p.m.

COURSE DESCRIPTION

This course introduces students to the topics and themes of contemporary anthropology. We explore such areas as religion, gender, politics and family in different societies in order to develop an appreciation of cultural diversity in a global world. For the fall 2015 voyage, the class also investigates how similar the practice of anthropology might be to the kind of educational tourism that takes place during semester-at-sea. Classes will meet for 75 minutes every other day at sea, with 24 class meetings in total, including the final exam.

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. Understand the anthropological perspective on human biological origins and biological variation (“race”) in human populations.  
5. Consider the effects of migration and modernization on world cultures.

REQUIRED TEXTBOOKS

AUTHOR: Miller, Barbara  
TITLE: Cultural Anthropology, Seventh Edition  
PUBLISHER: Pearson  
ISBN #: 978-0-205-26001  
DATE/EDITION: 2013, Seventh edition

AUTHOR: Standage, Tom
In Miller textbook, read assigned passages and also use the “Big Questions” and keywords summaries at the end of each chapter, especially when studying for quizzes and exams.

**TOPICAL OUTLINE OF COURSE**

**Depart Southampton—September 13**

**Orientation -- September 14**

**B1—September 16: Introducing Anthropology.**

Miller ch 1 Anthropology and the Study of Culture pp 2-7 (Introducing Anthropology’s Four Fields), 13-19 (The Concept of Culture) and pp. 23-25 (Distinctive Features of Cultural Anthropology


*How is Anthropology different from tourism? How does educational travel, such as SAS, fit in? Baseline short writing assignment and exchange of information (what do you expect from semester at sea)*,

**B2—September 18: The Craft of Ethnography.**

Miller ch 3 Researching Culture pp. 68-69 (Fieldwork Techniques. Stop at “Specialized Methods”), and 76-77 (Urgent Issues in Cultural Anthropology Research).

Miller ch 11 Nonverbal Language and Embodied Communication pp. 263 -266 (skip box “Narrating Troubles”, p. 264) and Communicating with Media and Information Technology pp. 266 -268

American Anthropological Association, Statement on Ethics
http://ethics.aaanet.org/category/statement/


Standage, A Drink for Everyone? pp. 74-81
Divide into groups and introduce semester-long port observation project

Civitavecchia—September 19-22
Naples—September 23-24

B3—September 26: Mediterranean Anthropology


Is there a unique pan-Mediterranean culture? We will return to this question later in the semester

B4—September 28: Livelihoods: Origins of Agriculture

Miller ch. 2 The Neolithic Revolution and the Emergence of Cities and States, pp. 47- 51 (Stop at “Cities and States”).
Miller ch. 4 Foraging/ Horticulture/ Pastoralism, pp. 84-92 (stop at “Agriculture”) Miller ch. 10, Bands/ Tribes/ Chiefdoms, pp. 235-239 (Stop at “States”)

Standage, A Stone Age Brew 9-23

The first farmers. Progress or last resort?

Istanbul—September 29 - October 3

B5—October 5: Politics of the Past

Standage, The Delight of Wine 43-68


Delaney, Carol 2011. The Olympics. In Investigating Culture: An Experiential Introduction to 

Who owns the past? Feminist and collaborative archaeology. Repatriation debates

**Athens – October 6-10**

Field lab A, Oct. 6

**B6—October 12: From Neolithic to State**

Miller, ch. 2, Cities and States, pp. 51-53
Miller, ch. 4, Agriculture.p. 92- 95 (Stop at “Industrialism and the Digital Age”)
Miller, ch. 10. States, pp. 239-242


Miller Writing Systems 274 - 275

Standage, Civilized Beer 24-39

*Early States. Types of human political systems.*

**B7—October 14: Ethnicity and Nation.**

Miller, ch. 10, Social Order and Social Conflict, pp. 243 - 253
Miller ch. 11, Language and Communication Change pp. 272-274.

Standage, The King of Drinks 88-90

*Nation-States, Language, Identity and Ethnicity.*

**Valencia – October 15 - 16**

**Barcelona —October 17 - 19**

**B8—October 20: Human origins: What the Fossil Record Tells Us.**


Miller, ch. 2, Hominin Evolution to Modern Humans, pp. 38 – 47

Standage, A Gift from the Arabs, 93- 97
Darwin and human evolution. What is Science? Fossil hominids of Africa. Preparation for Casablanca arrival

Casablanca --- October 22 – 26
Field Lab B, Oct. 22

B9—October 28: World Religions

Miller ch. 12 World Religions and Local Variations ONLY, pp. 293-307

Fraser, Laura 2000. Under the Veils in Casablanca. Salon.com
Standage, Why Christians Drink Wine and Muslims do not. 84-88

World Religions, stereotyping, views of the other

B10—October 30: Rich and Poor.


Miller, chapter 5, Consumption and Exchange, pp. 104 - 127

Underlying causes and consequences of global economic inequality

Dakar – October 31 – November 3

B11—November 5: Rites of Passage

Standage, The Wine of Islam, pp. 136-141

Miller ch 12 Religion. pp 282 -309 [review World Religions and Local Variations, pp. 293-304]


Anthropological views of religion, including rites of passage

Study Day -- November 6

B12—November 8: Midterm exam

B13—November 10. Does Race exist?

Standage, Spirits Sugar and Slaves 101-105


Facts and myths about race. Intersection of racial constructs with different cultural formations.

**Salvador – November 11 – 16**

B14—November 18: Total Institutions/ Shipboard Ethnography

Miller chapter 9 Social Groups and Social Stratification 208-231

Standage 105 -111 The First Global Drink

*Reflexivity: Considering our own cultural situations as sites for anthropological investigation*

B15—November 20: Family and Culture

Miller, ch 8 How Cultures Create Kinship, pp. 184-199


Standage Colonialism by the Bottle pp 127-129.

*Cultural variations on the family, and their relationship to ideas of national and religious affiliation.***

Study Day—November 21

B16—November 23: The Nature of Language


Miller, ch. 11, Language, Diversity, and Inequality, pp. 268 – 272

Miller, ch. 11 Colonialism, Nationalism and Globalization, pp. 275 - 279

Standage, Empires of Coffee, 146-150.

*Language is part of the uniquely evolved adaptation of the human species.*

B17— November 25: Cultural Change
Miller ch 8 Changing Kinship and Household Patterns 201-207


Standage Industrial Strength 223-225

Cultural change

Port of Spain—November 26 - 27

B18—November 29: Migration

Miller ch 14 People on the Move. 334-357

Standage Globalization by the Bottle 263-265

Movements of peoples and cultures

B19—December 1: The Anthropoocene.

Miller ch 15 People Defining Development 358-385

Standage, Back to the Source (water) 266-274

Environmental anthropology

Study Day (Panama Canal) —December 2

B20—December 4: Reflecting on Tourism

Miller ch 13 Expressive Culture 310-333


The Anthropology of tourism. Reflecting on the Study Abroad experience

Puntarenas—December 5 - 9
Field lab 4, Dec. 5

B21—December 11: Global Health
Miller ch 7 Disease Illness and Healing pp. 156-178
Standage, 97-101 A Miracle Cure?

Medical Anthropology

B22—December 13: Culture, Personality, and the Life-Cycle
Miller ch 6 Reproduction and Human Development 130-155

Anthropology and human development

B23—December 15: Port Ethnography Exhibition.

Study Day—December 16

B24—December 18; Final Exam

Convocation/ Re-entry/ Packing -- December 19 - 20

Arrive San Diego—December 21

FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

FIELD LAB (to be led by the instructor.) Two possible field labs are suggested. Selection of the final Field Lab, and further details about the day, remain to be elaborated.
Field lab 1: Politics of the Past -- The Olympics in three Athenian eras.

Visits to Olympic sites from different eras, including antiquity and the 2004 games, in order to promote discussion of the ways in which archaeological remains are reclaimed and reinterpreted in later eras. Visits to the Panathenaic Stadium in central Athens on Vassileos Konstantinou Avenue (an ancient site renovated for the first of the modern Olympic games, 1896), and to Spiros Louis Stadium, site of the 2004 Olympics. Comparison of the uses of the past in 1896 and in 2004, and discussion of the global adoption of Greek Antiquity as a symbol of enlightenment. How are monuments and museums used in other parts of the world to make contemporary political points? Lunch to be arranged, marketplace visit may also be possible.
Field lab 2: Out of Africa – Homo erectus in Casablanca and Rabat

Fossil remains of human ancestors (*homo erectus*) which date back 200,000 years have been discovered on a small island promontory in Casablanca, which is now an Islamic burial ground that can be visited by tourists (Venerated Site of Marabout de Sidi Abderrahmane). Artifacts from the ancient site are on display at the Musée Archéologique de Rabat (23, rue Brihi –Rabat) which is reachable by bus from Casablanca. Students will visit both Sidi Abderrahmane and the Rabat museum, for a first-hand experience of the kinds of data that anthropologists use to piece together the story of human evolution. Discussion of the nature of evidence in scientific theory-building, and of the probable lifeways of early hominids. Stop for lunch to be arranged.


Students will travel from Puntarenas to the Nicoya peninsula across the scenic Taiwan friendship bridge, to visit San Vicente de Nicoya, a ceramic artisan village. Villagers practice an ancient ceramic tradition, which has recently undergone a revival to celebrate elaborate pre-Columbian forms and styles. After a long struggle, the community succeeded in opening an eco-museum in 2007, and the artisans welcome visitors for a community tour, manufacturing demonstration, and a meal featuring the regional cuisine. Preparatory discussion will center around the endangerment, revitalization and survival of indigenous traditions and languages in Costa Rica and elsewhere.

FIELD ASSIGNMENTS

1. **Participation in and Reflection upon Field Lab Experience.** Participation in the Field Lab is mandatory and will form part of the grade. In addition, students will take notes and photographs during the Field Lab, and produce a written reflection on the day (two pages), including summary of substantive discussion points raised, and their own views as modified, solidified, or enhanced by the Field Lab experience.

2. **Port Ethnography.** Each students will participate in a small-group project which will require collaborative visual documentation of a different ethnographic topic in each port that we visit. Topics will be assigned by the Instructor, and will be broadly specified, so that we can expect to encounter examples of each one in every port. Students will select and curate their ethnographic documents (photographs with short explanatory captions or comments), to create a ‘gallery’ exhibition for others in the class, to be presented on the last day of the semester. Evaluation will be based on quality of sustained engagement with the project over the semester, relevance and interest of documents produced, and aesthetic impact of the final exhibit.

IN-CLASS ASSIGNMENTS

1. **Attendance and in-class quizzes.** Attendance at lectures is mandatory. Very short quizzes
will also be assigned each lecture day, consisting of one or two simple questions based on readings that require no study if reading has been done. Graded Pass/Fail each time.

2. Midterm exam

3. Final exam

METHODS OF EVALUATION / GRADING RUBRIC

Assignments will be weighted as follows (%):

- Field lab, including written report: 20%
- Port ethnography: 20%
- Attendance and in-class quizzes: 15%
- Midterm exam: 20%
- Final exam: 25%

Letter grades will be assigned according to the following scale:

- Above 98% = A plus
- Above 93% = A
- Above 88% = A minus
- Above 83% = B plus
- Above 78% = B
- Above 73% = B minus
- Above 68% = C plus
- Above 63% = C
- Above 58% = C minus
- Above 53% = D plus
- Above 48% = D
- Above 43% = D minus
- Below 43% = F

RESERVE BOOKS AND FILMS FOR THE LIBRARY

No Reserve books

I do not plan to show these films during class time, but have identified films (mostly already in the SAS library) that I would like to screen before arriving in each port:

*Port preparation screening, Italy: The Bicycle Thief.* (SAS library)

*Port preparation screening, Turkey: Journey to the Sun.* (SAS library)

*Port preparation screening, Greece: Z.* (SAS library) OR *Mediterraneo (not currently in SAS library)*

*Port preparation screening, Spain: Biutiful.* (SAS library)

*Port preparation screening, Morocco: Poupées d'argile/ Clay dolls* (SAS library)
Port preparation screening, Senegal: TBA

Atlantic transit screening: Atlantico negro : na rota dos Orixás = Black Atlantic: on the Orixás route

Port preparation screening, Brazil: Hour of the Star.

Port preparation screening, Trinidad: The Mystic Masseur (SAS library)

In transit screening, Panama: Paraiso for sale (SAS Library)

Port preparation screening: The goose with the golden eggs (SAS library). OR Caribe

**ELECTRONIC COURSE MATERIALS**

Articles and chapters as listed with full references in syllabus readings above.
ADDITIONAL RESOURCES

Web-based material:


http://www.everyculture.com/


http://www.understandingrace.org/

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].”