Voyage: Spring 2016  
Discipline: Anthropology  
ANTH 1010-101: Introduction to Anthropology  
Division: Lower  
Faculty Name: Colleen Ballerino Cohen  
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION
In this course we examine the concepts, methods, and theories that anthropologists use to study and interpret how notions of cultural, racial, ethnic, sexual, and national difference are generated, sustained, contested, and transformed. We use ethnographies and films to explore the shared meanings and varied ways of living that anthropologists refer to as “culture,” and to question commonsense and our own understandings of human nature. Students will use course materials and their experiences in the countries visited during the Semester at Sea voyage to practice ethnographic fieldwork methods, try out a variety of analytical approaches to understanding how people live in the world, and explore various styles of ethnographic writing and other forms of representation.

COURSE OBJECTIVES
Students will:
- gain a general knowledge of cultural anthropological concepts and methods
- become familiar with major topics and issues in cultural anthropology, such as race and ethnicity, religion, ritual and spirituality, sexuality, gender and personhood, power and inequality, language and expressive culture, food and identity, illness and healing, constructions of the nation-state, and globalization and transnationalism
- learn the value of understanding and appreciating the diversity of human cultures
- develop critical and practical skills for studying culture and cultural practices
- gain a critical perspective on their own and others’ beliefs and senses of self
- develop confidence in cross-cultural interactions and experiences

REQUIRED TEXTBOOKS
AUTHOR: Robert H. Lavenda and Emily A. Schultz  
TITLE: Core Concepts in Cultural Anthropology  
PUBLISHER: McGraw Hill  
ISBN #: 978-0-07-803493-0  
DATE/EDITION: Fifth Edition  
AUTHOR: Ruth Benedict  
TITLE: The Chrysanthemum and the Sword
TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5

THE CULTURAL ENCOUNTER

A1- January 7
Thinking Anthropologically
What is anthropology? What is an anthropological perspective? What kinds of questions do cultural anthropologists ask?

Read: Core Concepts, Chapter 1
The Chrysanthemum and the Sword, Chapter 1

- Brief ungraded writing assignment, in class

Film: Babakiueria (Don Featherstone, 1986)

A2- January 9
The Culture Concept
What is culture and how do we know it when we see it?

Read: Core Concepts, Chapter 2 pp. 21-32
The Chrysanthemum and the Sword, Chapters 3, 5
Roberta Edwards Lenkeit, “High Heels and Bound Feet”

Recommended: Clifford Geertz, “From the Native’s Point of View” pp. 26-34

Film: The Couple in the Cage (Coco Fusco and Paula Heredia, 1993)

A3- January 11
Anthropology, History, and Cultural Difference
What difference does ‘difference’ make?

Read: Core Concepts, Chapter 5 pp. 86-89, Chapter 10 pp. 172-174
Wendell Kekailoa Perry, “Save the Hawaiian, Eat the Pig”

Film: Princess Kaiulani (Marc Forby, 2009)
Honolulu: January 12

A4-January 14
Methods and Perspectives
How do we come to understand another culture? How do we represent this understanding?

Read: Core Concepts, Chapter 12 pp. 225-234
The Chrysanthemum and the Sword, Chapters 6-9

Recommended:
Timothy Landry, “Moving to Learn: Performance and Learning In Haitian Vodou”
Anne Monchamp, “Encountering Emotions in the Field”

JAPAN AND CHINA: Personhood, Ethnicity, and National Identity

A5-January 17
Personhood: Embodiment
Do hips lie?

Read: Core Concepts, Chapter 12 pp. 234-241
The Chrysanthemum and the Sword, Chapters 10-11
Chris Jones, “When 772 Pitches Isn’t Enough”

Film: Kokoyakyu (Kenneth Eng, 2006)

Study Day: January 19

A6- January 20
Personhood: Sex and Gender
What is the role of sex and gender in determining a sense of self? What things and activities can we look at to answer these questions?

Read: Core Concepts, Chapter 5 pp. 76-78, 89-93
Daniel Miller, “Why Clothing Is Not Superficial” pp 12—31
Ofra Goldstein-Gidoni, “Kimono and the Construction of Gendered and Cultural Identities” pp. 360-367

Recommended: Kamala Visweswaran, “Sari Stories”

- In-class Quiz

Film: The Japanese Tea Ceremony (1993)
A7- January 22

**Sex and Gender: Comparing Japan and China**

How is gender marked/constructed?

- Read: *The Chrysanthemum and the Sword*, Chapter 12
  - Anne Allison, “Japanese Mothers and Obentos”
  - Emily Chao, “Dangerous Work: Women in Traffic” (Lijiang, China)

- Recommended: Joshu Hotaka Roth, “Lightweight Cars and Women Drivers”

- Film: *The Zen Mind* (Jon Bradley, 2006)

**Yokohama: January 24-26 In-Transit: January 27 Kobe: January 28-29**

**Field Lab #1 - Day 6 Kyoto**

Reading (depending upon the lab):

- **Samurai**: Igarashi Yoshikuni “From the Anti-Security Treaty Movement to the Tokyo Olympics: Transforming the Body, the Metropolis, and Memory” pp. 131-132, 146-163.

- **Tea ceremony**: Kristin Surak, “Preparing Tea: Spaces, Objects, Performances”

- **Zen**: Paula Arai, “Mapping the Terrain” (*from* *Bringing Zen Home*)

A8- January 30

**National Subjects**

How does power operate in different societies? How is an ethnically diverse country like China made into a nation?

- Read: *Core Concepts*, Chapter 6 pp. 96-99, 110-117
  - Frank Pieke, “Anthropology, China, and the Chinese Century”
  - James Leibold, “Beijing Olympics and China’s Conflicted National Form”

- Film: *The Final Migration* (Michael Noll, 2012)

**Shanghai: February 1-2 In-Transit: February 3-4 Hong Kong: 5-6**

**VIETNAM, SINGAPORE, BURMA (MAYANMAR): Tradition and Modernity**

A9- February 7

**Mediums, Motorbikes, and Modernization**

How does the relation of the self to the cosmos and to the nation change with modernization?

- Read: *Core Concepts*, Chapter 4 pp. 52-59, 64-68
  - Mai Lan Gustafsson, “The Living and the Lost: War and Possession in Vietnam”
Film:  *Surname Viet, Given Name Nam* (Trinh T. Minh-Ha, 1989)

**Ho Chi Minh: February 9-14**

A10- February 15  
**Making the Past the Present: Singapore**  
How is a colonial past transformed into a modern present?

Read:  *Core Concepts*, Chapter 10 pp. 171-181  
Nicole Tarulevicz, “Making the Past the Present: Food in a Multiracial Port City”

Recommended: Tommy Ko, “The Singapore of My Dreams”

**Singapore: February 17**

A11-February 18  
**Religious Belief and Ritual**  
What is the connection between formal religion and informal practices such as spirit mediumship? How can we understand cosmologies and practices without imposing our own preconceptions upon them?

Read:  *Core Concepts*, Chapter 4 pp. 59-64; Chapter 6 pp. 103-110;  
June Nash, “Multiple Perspectives on Burmese Buddhism and Nat Worship”

Recommended: Keiko Tosa, “From Bricks to Pagodas”

Film:  *Friends in High Places* (Lindsey Merrison, 2001)

**Yangon: February 20-25**

**INDIA AND ITS DIASPORA**

A12-February 26  
**Marriage, Kinship, and Domestic Life**  
How do people recognize their social connectedness? What is the function of marriage and what rights and responsibilities are incurred through marriage? How can/do we define human rights?

Read:  *Core Concepts*, Chapter 8 pp. 146-148; Chapter 9 pp. 160-163  
Serena Nanda, “Arranging a Marriage in India”

Recommended reading:  
Janaki Abraham, “Wedding Videos in North Kerala”

Film:  *Dadi and Her Family: A Rural Mother-in-law in Northern India*  (Joseph Elder, 1982)

A13- February 28  
**Food and Culture**
What is the relationship between food and identity? Between food, family, and class/caste?

Read: Core Concepts, Chapter 7 pp.129-143
Rick Dolphijn, “The Politics of Meat Eating in Bangalore, India”
Arjun Appadurai, “How to Make a National Cuisine: Cookbooks in Contemporary India” pp. 18-22

Recommended: Benjamin Siegel, “Learning to Eat in a Capital City” (2010)

Film: Hinduism: Faith, Festivals, and Rituals (Daniel Cebrián, 1995)

Cochin: March 1-6

Day 1 Cochin
Field Lab #2 -- Food and Identity: Kerala cooking class and market visit
Reading: Mary Taylor Simeti, “St. Joseph’s Day In Kerala”
OR
Field Lab #2 -- Chendamangalam Village
Mangala Subramaniam, “Capacity Building and Change: Women and Development in India”

A14-March 7
The Indian Diaspora in Mauritius
How do we understand diaspora in a post-colonial context?

Read: Core Concepts, Chapter 10 pp. 181-188
Candice Lowe Swift, “Privileging the Diaspora in Mauritius”

Study Day: March 9

A15-March 10
Mid Term Exam

Port Louis: March 12

Field Lab #3 – Ganga Talao and Hindu Identity in Diaspora
(If not possible, see Field Lab #3 Tema, Takoradi)

Reading:

AFRICA: DEVELOPMENT, GLOBALIZATION AND TRANSNATIONALISM

A16- March 13
Colonialism and Economic “Development”
What is the economic impact of colonialism and development policies in Africa?
A17-March 15
Identities in Post-Apartheid South Africa
What are the politics of identity? How are South Africans constructing and representing their identities?

Read: Core Concepts, Chapter 10 pp. 188-192
Zanele Muholi, “Faces and Phases” (photo essay)
Raël Jero Salleyt, “Zanele Muholi’d Elements of Survival”
Geinikhatya Dase, et al, “Cultural Heritage in the Work of Two Xhosa-Speaking Ceramic Artists”
Ana Trapide, “Struggle for Sunday Lunch: Gastropolitics in the Life of Nelson Mandela”

A18- March 17
Applied Anthropology: South Africa and HIV/AIDS
How can/does an applied anthropology address contemporary medical issues such as HIV/AIDS?

Read: Core Concepts, Chapter 11 pp. 203-215
Susan Levine, “Documentary Film and HIV/AIDS”

Recommended: Frédéric Le Marcis, “Struggling with AIDS in South Africa” pp. 492-499

Films: Steps for the Future: Ho Ea Rona (Dumasani Phakati, 2002)
A Red Ribbon Around My House (Portia Rankoane, 2001)
A Miner’s Tale (Nicholass Hofmeyr and Gabriel Mondlan, 2001)

Cape Town: March 19-24

A19-March 25
Nationalism in a Transnational Space
How does national identity intersect with/inform transnational identity?

Read: Bayo Holsey,”Black Atlantic Visions: History, Race, and Transnationalism in Ghana”

Recommended: Erin McDonnell and Gary Fine, “Pride and Shame in Ghana”

A20-March 27
Gendered Nationalisms and Transnationalisms
What roles are women playing in Africa today?
Read: Akosua Darkwah, “Work as a Duty and as a Joy”
Markjke Steegstra “Queen Mothers”

Film: Pray the Devil Back to Hell (Gini Reticker, 2009)

A21- March 29
Transnational Flows: Food and Expressive Culture
What is the transnational landscape of Ghana? How do music and street life reflect it?

Read: Jesse Weaver Shipley, “Transnational Circulation and Digital Fatigue in Ghana’s Azonto Dance Craze”
Ato Quayson, “‘The Beautiful Ones’: Tro-tro Slogans, Cell Phone Advertising, and the Hallelujah Chorus”

Recommended: Fran Osseo-Asare, “We Eat First With Our Eyes”

Film: Living the Hip Life (Jesse Shipley, 2007)

Tema: March 31-April 1 Takoradi: April 2-4

Alternate Field Lab #3
Queen Mothers
Reading: Helen Yitah, “‘Fighting with Proverbs’: Kasena Women’s (Re)Definition of Female Personhood with Proverbial Jesting”
Or
African Dancing and Drumming
Reading: Willie Anku, “Drumming among the Akan and Anlo Ewe of Ghana”

A22-April 5
Bringing It All Back Home
Student Group Presentations

A23: April 7
Bringing It All Back Home
Student Group Presentations

A24: April 9
Bringing it All Back Home
Finish Student Group Presentations and Review for Final

Study Day: April 11

A25: A Day Finals, April 12
FIELD WORK
Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

- **Your Field Notebook:** Ethnographic observation and participation in the countries we visit is an essential part of this course. From day one you will be keeping a field notebook, in which you record your observations, your reflections, information that you have collected, etc. Your field notebook will be an important resource as you write up your Field Lab Report and your Ethnographic Reflection.

FIELD LAB
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.

There are three field lab sections for this course, each limited to 30 students.
Field Lab Section 1: Embodying Culture: Kyoto, Japan
Field Lab Section 2: Culture and History Through Food: Cochin
Field Lab Section 3: Making a Diasporic Nation: Mauritius

Field Lab assignment: **DUE** the second class meeting following the field lab you participate in. You are to submit a 4-6 page, typed, double-spaced write-up of the field lab visit. The write-up will combine ethnographic description and analysis, and may include material gathered from interviews with individuals encountered during the field lab. Further suggestions for the write up specific to each field lab will be given before the lab.

**Field Lab Section 1:** Embodying Culture: Kyoto, Japan
Students in this lab will explore the way that ritualized body practices are models of and for ways of being in the world, by observing and practicing a culturally specific routine (samurai sword play/ritualized tea ceremony/zen meditation)

Academic Objectives:
- To observe customs regarding body and comportment
- To participate in culturally-specific body practices
- To apply anthropological theories about the relation between the body (the way we stand, walk, eat, interact with other bodies) and cultural understandings of personhood (including gender, comportment, moral sense).

**Field Lab Section 2:** Culture and History through Food: India
This field lab provides insights into relationship between ethnic/religious/cultural identity and the cultural meaning of food. In addition to preparing a traditional Kerala meal, students will tour a local food market, where they will have the opportunity to consider the sourcing of items used in meal preparation, in the context of global economies of trade,
Academic Objectives

- To observe local food practices and cuisine through a market visit and a cooking lesson
- To participate in the making of a Kerala meal
- To apply anthropological theories about the relation between food, identity, global flows

Field Lab Section 2 (Alternative):
Students in this lab will visit the village of Chendamangalam, a two-hour drive from Cochin. Chendamangalam is located in a scenic part of Kerala state, and is part of a development project oriented toward improving women’s lives socially and economically. Our visit will give us a taste of village life, with a particular focus on the social and economic roles of rural women. In conversation with local residents, we will have a chance to ask some general questions about women’s experiences in Kerala.

Academic Objectives

- To observe a rural village and development project focused on improving women’s situation
- To exchange ideas with local residents about gender, marriage, family
- To apply anthropological theories about gender, culture, and development to an understanding of women’s positions in a different culture.

Field Lab Section 3: Making a Diasporic Nation: Mauritius
In this lab students will be introduced to the complexities of life in a multicultural nation like Mauritius, guided by a local cultural expert and historian. Following a visit to Aaprapasi Ghat a small complex of buildings located on the seafront that served as the island’s main immigration depot for indentured laborers from India, we will travel to Ganga Talao, the sacred lake and temple site. Myth has it that some of the water in this man-made lake was transported from India. The temple is the site of the large annual Maha Shivratri pilgrimage by Mauritians of Indian descent. While there we will visit the temple and have an opportunity to discuss Hindu diasporic identity with some of the temple’s ritual specialists. We will conclude the day with a meal at a restaurant serving creole (not Indian) cuisine, to reflect upon the emphasis upon Mauritius as a “creole” nation, and a walk through the old market, to reflect upon Mauritius’s contemporary position in a world of global flows of people and goods.

Academic Objectives

- To gain a first-hand understanding of Indian diasporic identity in Mauritius, through visits to important and sacred sites
- To discuss with a local expert and with local ritual specialists the symbols, places and rituals that are central to identity
- To apply anthropological theories about diasporic and transnational identity and about myth, ritual, and symbol to an understanding of the diasporic Indian community in Mauritius

Field Lab Section 3 Alternative 1: Queen Mothers
Students will meet the Queen mothers in session and observe the proceedings of their assembly.
Female traditional leaders, the Queen mothers play significant roles in Akan society, and are also involved in community planning and development projects that contribute vitally to their communities. In addition to having the opportunity to talk with the Queen Mothers, students will experience traditional village life, including an African storytelling session.

Academic Objectives
- To observe an important traditional form of government
- To discuss with the Queen Mothers their role in traditional and contemporary life
- To apply anthropological theories about gender roles, political authority, and ritual to an understanding of the roles of Queen Mothers in their culture and society.

Field Lab Section 3 Alternative 2: African Drumming and Dance
Students will experience a drumming and dance workshop, led by Fred Tay, Artistic Director of Ayekoo Africa Arts affiliated with the University of Ghana. The workshop will be assisted by local artists, some of whom are members of a performing arts group in residence at the University. Drumming and movement are central forms of communication and a vital component of community life.

Academic Objectives
- To observe and experience, through participation, the complexity of African drumming and dance forms
- To discuss with dancers and drummers the role of dance and music in African life
- To apply anthropological theories about expressive culture and its multiple roles and impacts to an understanding of traditional dance and music in contemporary Ghana

FIELD ASSIGNMENTS AND ETHNOGRAPHIC REFLECTION PAPER
In addition to the field lab and field lab write up, you will keep a detailed record in your field notebook of observations, reflections, and information you may have gathered. These records will be the basis of your 3-5 page ethnographic reflection paper. This paper will also be the basis of your contribution to a group presentation on one of the following topics:

- Identity (including ethnicity, relation to other groups, the nation)
- Material culture (clothing, arts, crafts)
- Food and culture
- Popular culture (including youth culture)
- Anthropology of work (including work in tourist industry)
- Sex and gender (including family and marriage, childhood)
- Religion and ritual (including spiritual life)
- Cultural representation (museums, displays)
- Expressive culture (music, dance, verbal arts)
- Applied anthropology (health, sustainability, education, policy)

The ethnographic reflection is a 2-4 page description and analysis, framed by one of the above general topics, and based upon your observation(s) and experience(s) in the field – the field being the places that we will be visiting during the SAS voyage. You will have selected your topic before we reach Japan, and that topic will frame your observations for the remainder of the trip. Students in the same topic group will meet regularly to compare notes, share observations and develop a
short group presentation to be given during the last three days of the class. Your ethnographic reflection should engage a minimum of three concepts/theories from readings and class discussions. The paper should demonstrate a clear knowledge of the concepts/theories that you employ, and the ethnographic descriptions should clearly articulate with your analysis.

METHODS OF EVALUATION / GRADING RUBRIC
Quiz 5% = 5 points
Midterm exam 20% = 20 points
Final Exam 30% = 30 points
Ethnographic Reflection 15% = 20 points
Field Lab Analysis 20% = 20 points
Participation and Attendance 10% = 10 points

HOW I ASSIGN LETTER GRADES TO PAPERS
In grading papers I ask myself the following questions:
• Does the paper have a thesis?
• Does the thesis address itself to an appropriate question or topic?
• Is the paper free from long stretches of quotations and summaries that exist only for their own sakes and remain unanalyzed?
• Is the paper free from basic grammatical errors and spelling mistakes?
• Are all ideas properly cited?
If the answer to any of these questions is “no,” I give the paper some kind of C. If the answer to most of the questions is “no,” its grade will be even lower.

For papers that have met the above criteria, I add the following questions:
• How thoughtful is the paper? Does it show originality?
• How adequate is the thesis? Does it respond to its question or topic in a full and interesting way? Does it have an appropriate degree of complexity?
• How well organized is the paper? Does it stick to the point? Does every paragraph contain a clear topic sentence? If not, is another kind of organizing principle at work? Are transitions well made? Does it have a real conclusion, not simply a stopping point?
• Is the style efficient, not wordy or unclear?
• Does the writing exhibit any special elegance? Can I hear a lively, intelligent human voice speaking to me (or to another audience, if that is the writer’s intent) as I read the paper?
Depending upon my answers to such questions, I give the paper some kind of A or B.

FINAL GRADE CALCULATION:
A 93-100 points  C+ 77-79.9 points
A- 90-92.9 points  C  73-76.9 points
B+ 87-89.9 points  C- 70-72.9 points
B  83-86.9 points  D+ 67-69.9 points
B- 80-82.9 points  D  60-66.9 points
F  60 points and below
RESERVE BOOKS AND FILMS FOR THE LIBRARY

FILMS: I will have DVDs of all the films I will be showing

- Babakiueria (Don Featherstone, 1986)
- The Couple in the Cage (Coco Fusco and Paula Heredia, 1993)
- Princess Kaiulani (Marc Forby, 2009)
- Kokoyakyu (Kenneth Eng, 2006)
- The Japanese Tea Ceremony (1993)
- The Zen Mind (Jon Bradley, 2006)
- The Final Migration (Michael Noll, 2012)
- Surname Viet, Given Name Nam (Trinh T. Minh-Ha, 1989)
- Dadi and Her Family: A Rural Mother-in-law in Northern India (Joseph Elder, 1982)
- Hinduism: Faith, Festivals, and Rituals (Daniel Cebrián, 1995)
- Steps for the Future, Selections
- Pray the Devil Back to Hell (Gini Reticker, 2009)
- Living the Hip Life (Jesse Shipley, 2007)

BOOKS (In order of priority):

AUTHOR: Carole Counihan and Penny Van Esterik
TITLE: Food and Culture: A Reader
PUBLISHER: Routledge
ISBN #: 978-0415977777
DATE/EDITION: 2007

AUTHOR: Peter Berger and Frank Heideman
TITLE: The Modern Anthropology of India
PUBLISHER: Routledge
ISBN #: 978-0415587247
DATE/EDITION: 2013

AUTHOR: Jennifer Robertson
TITLE: A Companion to the Anthropology of Japan
PUBLISHER: Wiley Blackwell
ISBN #: 978-1405182898
DATE/EDITION: 2008

AUTHOR: Fiona Bowie
TITLE: The Anthropology of Religion: An Introduction
PUBLISHER: Wiley Blackwell
ISBN #: 978-1405121057
DATE/EDITION: 2005 or most recent edition

AUTHOR: Richard Lee
TITLE: The Dobe Ju’hoansi, 4th edition
ELECTRONIC COURSE MATERIALS
I will provide pdfs of all chapters/articles. In selecting the readings, I have abided by the copyright restrictions.

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].