Voyage: Fall 2017  
Discipline: Anthropology  
Course Number and Title: ANTH 100 Introductory Cultural Anthropology (Section 1)  
Division: Lower  
Faculty Name: Andy Creekmore  
Semester Credit Hours: 3

Prerequisites: None.

COURSE DESCRIPTION
This course introduces the field of cultural anthropology and examines a wide range of topics including culture, gender, kinship, race, power, language, religion, immigration, conflict, subsistence, economics, and globalization. As we explore these topics our primary goal is to develop your ability to think anthropologically. Anthropological thinking resists viewing the world at face value, choosing instead to observe, engage, and attempt to understand cultures that are not our own, both today and in the past, and to reflect critically upon our own culture, which we often take for granted. Without the tools to engage positively our own culture and that of others we risk perpetuating cultural misunderstanding, stereotypes, prejudice and even violence. In this increasingly interconnected world an anthropological approach is a dynamic means to achieve common ground and understanding across cultures, resolve conflict, and solve socio-economic problems.

LEARNING OBJECTIVES
In this course students will:
- Demonstrate an understanding of the social construction of culture by comparing, contrasting, and analyzing cultural practices that differ around the world.
- Reflect upon their own cultural practices in a global context.
- Apply anthropological theories and concepts to devise solutions for practical problems.
- Discuss the relevance of the field of anthropology.
- Create projects in which they utilize anthropological methods to observe, engage, and attempt to understand their own culture and other cultures.

REQUIRED TEXTBOOKS
AUTHORS: Serena Nanda and Richard L. Warms.
TITLE: Culture Counts: A Concise Introduction to Cultural Anthropology
PUBLISHER: Cengage
DATE/EDITION: 2015 / 3rd
TOPICAL OUTLINE OF COURSE

Topics
We will cover major topics in the study of culture, using examples from our ports of call. Although we will emphasize specific topics in each port all topics contain multiple intersecting sub-topics that we will revisit again and again. Our goal is to develop your ability to think anthropologically and to connect anthropological theories, methods, and approaches to real-world examples and your experiences in each port and on board.

Readings and Films
Readings and films are listed for each class meeting. These should be completed before the class meeting and you should come prepared to discuss them with your classmates and complete in-class activities.

- CC: abbreviation for your textbook, Culture Counts.
- All other readings and films are on electronic reserve.

Activities, Assignments and Quizzes
We will complete activities in-class or for homework, and have periodic quizzes (see evaluation section below).

Depart Amsterdam—September 9

A1—September 11: What is Anthropology and why is it relevant?
CC (Culture Counts) Ch 1.

A2—September 13: The social construction of identity in Barcelona.

Barcelona—September 15-18

Field Class 1b: One-way ticket: African migrants in Barcelona.

A3—September 19: What is Culture? Examples from the cultural construction of personal hygiene.
CC Ch 2.


**A4—September 21:** The anthropology of tourism and the traveling anthropologist


No Class – September 23

**A5—September 24:** Doing Cultural Anthropology: methods, ethics, learning to observe, reflect, and engage.

CC Ch 3.


Film: Families of Ghana. 30 minutes. WATCH BEFORE CLASS.

**A6—September 26:** Religion: the politics of religion in Ghana.

CC Ch 11.


Film: Witches in Exile. 79 Minutes. WATCH BEFORE CLASS.

**Tema—September 27 -30**

**A7—October 3:** Stratification: Class, Caste, Race, and Ethnicity; cultural constructions of difference.

CC Ch 8

**A8—October 5:** Race, space, and identity in Cape Town, South Africa


**Field Class 2b** Race, space, and identity in Cape Town, South Africa

**A9—October 13**: Reflections on the voyage thus far: what have we learned about ourselves and the cultures we have visited?

**A10—October 15**: Power, Conquest, and a World System: the legacy of colonialism in global context.

CC Ch 13.


**A11—October 18**: Diasporas and diaspora communities of Mauritius.


**Port Louis – October 19**

**A12—October 21**: MIDTERM

**No Class – October 22**

**A13—October 24**: Making a Living: economics, social change, and coconut production in Kerala, India.

CC Ch 5.


Cochin – October 25 - 30:

**Field class 2a:** Coconuts, tea, and the agricultural economy of Kerala.

**No Classes—October 31**

**A14—November 2:** Political Organization: domination and resistance in Myanmar.

CC Ch 7.


Film: Into the Current: Burma's Political Prisoners. 78 minutes WATCH BEFORE CLASS.

Yangon—November 4-8

**A15—November 9:** Marriage, Family, and Kinship: social constructions of the family.

CC Ch 9.


Film: Meet the Patels. WATCH BEFORE CLASS.

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No class – November 11

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Ho Chi Minh City - November 14-18

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A17—November 19: Globalization: local, national, and international change.

CC Ch 14.


Film: China Blue. 88 minutes. WATCH BEFORE CLASS.

Optional / for further information:

Film: Made in Asia: Fast, Cheap, and Fair? The Global Textile Market. WATCH BEFORE CLASS.

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No Class – November 21

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A18—November 22: Urbanization, Migration, and Cultural Change in China.


Film: Urbanisation in China - Happiness is seen everywhere. 60 minutes. WATCH BEFORE CLASS.

Optional / for field class if this option is assigned by SAS:


Optional / for further reading:


Shanghai—November 24-29

**Field Class 1a:** Urbanization, Migration, and Cultural Change in Shanghai.

**A19—November 30:** Sex and Gender: gender and identity in Japan.

CC Ch 10.


Kobe—December 2 - 6

**A20—December 7:** Communication: how culture shapes language, and the other way around.

CC Ch 4.

**A21—December 9:** The social construction of “Hawaiian” identity in historic and ethnographic contexts


Optional / for further reading:


Film: *Kumu Hina*. 75 minutes.

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**December 11:** Final project presentations I

*Ethnographic project due*, including complete field notebook and paper.

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**December 12**

No Class

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**December 13:** Final project presentations II

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**December 15:** Final project presentations III and reflections on a long journey.

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**December 16**

Honolulu

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**December 18**

Study Day

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**December 19; A Day Finals**

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**December 23**

San Diego

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**FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class & Assignment**

*Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Fall 2017 Courses and Field Class page when available.*
Field Class 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 class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class 1a: Urbanization, Migration, and Cultural Change in Shanghai.
Since 1978 over 168 million people in China have moved from rural areas to cities. This movement was sparked by changes in economic policies and coincided with shifts in globalized production and consumption. Rapidly expanding cities such as Shanghai, which is home to over 24 million people, face many challenges to accommodate immigration and growth. To investigate these issues, students will visit the Shanghai Urban Planning Exhibition Center located on People's Square, Shanghai, China, where we will discuss urban planning and migration with a scholar of urbanism and view the scale model of the master plan for Shanghai. Next we will visit various parts of the city, including an urban village and an area of new development. In each case we will consider the practical and cultural challenges of developing such a large city and accommodating a tremendous influx of immigrants over the last few decades. We will also discuss these issues with residents of the city.

Field Class 1b: One-way ticket: African migrants in Barcelona.
Each year countless refugees and migrants brave difficult, dangerous conditions to journey from Africa to Europe. Many of these people end up in Spain where they face challenges common to migrants the world over: barriers to language acquisition, employment, and access to food, clothing, and shelter. Host communities face great challenges to integrate the new arrivals and are often divided, politically, about how to accommodate migrants. The objective of our field class is to investigate these issues first-hand through interpersonal and spatial interactions. Our field class will visit African migrants in Barcelona to hear their stories of disappointment and success, and visit a migrant assistance center to learn how Barcelona, and Europe more generally, is coping with swelling migrant populations and integrating them into society.

Field class 2a: Coconuts, tea, and the agricultural economy of Kerala.
Kerala produces more coconuts than any other region of India, and produces a substantial amount of tea and other agricultural products. Changes in education, social mobility, and the local and global labor market lead to shortages of agricultural workers. In the case of coconut pickers, what was once a low-paying, low-caste job is now a relatively high-paying but still low-status job that struggles to attract new recruits. To investigate these issues students will visit a coconut plantation, village, and other agricultural contexts to see the local origin of national and international commodities. We will observe and interview workers both on-the-job and at their place of residence. Our objective is to investigate the social and material aspects of the chain of production with special focus on cultural change and globalization.

Field Class 2b: Race, space, and identity in Cape Town, South Africa.
Social constructions of difference, in this case race, serve to divide society into subgroups that generally correspond to unequal distribution of resources and access to power. In South Africa under apartheid, state-defined races were segregated in public and private space. After
apartheid ended these divisions disappeared in some areas but persisted in others. This legacy is visible in the built environment. The objective of this field class is to visit several parts of Cape Town to observe first-hand how race was used to segregate the use of space. We will also discuss how residents resisted city planning and forced resettlement through subtle and overt protest that is often commemorated on the street by memorials to specific events. Destinations for this field class include the District 6 museum, Crossroads, Cape Flats, and other parts of the city.

Field Class Assignment
During the field course students should record observations, reflections, and questions in their field notebook (in the manner we will learn at the start of the semester). Questions should be raised during the visit, posed to the professor, local experts, or tour guides. After the visit students will write a four page, double-spaced, times new roman font essay that discusses their observations, reflections, and questions in light of the assigned readings for the field course topic as well as other course topics such as gender, economics, class, globalization, etc. In addition to this discussion students should take an applied perspective by identifying practical problems related to the field course topic and explaining how anthropological methods and approaches could solve or mitigate these problems.

Independent Field Assignments: Ethnographic Project
This voyage provides a tremendous opportunity to observe a wide range of cultural practices in a variety of world regions. In each port students should write observations, reflections, and questions in their individual field notebook (in the manner we will learn at the start of the semester). Together with two classmates, by the time we arrive in Ghana you should choose a focal point for your observations from among our course topics or something else that you identify. For example you could focus on gender roles, language, economics, heritage, religion, housing, etc. Your challenge is to identify the anthropological significance and characteristics of these topics in each port, based on observations you make during the course of your visit to the port city or on excursions.

At end of the semester your group will present to the class your findings and analysis along with a four page, double-spaced, times new roman font group-authored essay that discusses your observations, reflections, and questions in light of the assigned readings and films for the course as well as other information that you obtain from your port visits. Although the field notebook should contain complete observations and reflections for each port, the paper and presentation should focus on three ports, countries, or cultures using a compare-contrast approach that highlights similarities and differences that bring to light the anthropological value of each case. The paper should not simply summarize your notes but instead synthesize the observations and reflections of each member of your group in the context of analysis and discussion. A more detailed rubric will be provided in the future but in general the ethnographic project (notes, paper, and presentation) will be graded for completeness, content, and quality.
METHODS OF EVALUATION

Attendance, participation, and citizenship ................................................................. 10%

Attendance is required for SAS courses. Although one must be present to participate, this grade is not based solely on attendance. It includes enthusiastic, engaged participation in class activities and discussion. This grade will drop in cases of poor citizenship, including fiddling with electronic devices, arriving late or leaving early without giving prior notice and explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers on group assignments.

In-class activities, assignments, and quizzes ............................................................. 10%

We will complete a number of in-class activities as well as homework assignments or pop-quizzes about the content of readings or films.

Midterm .......................................................................................................................... 20%

Covers all assigned readings, films, class discussion, etc. up to the date of the midterm.

Final Exam .................................................................................................................... 20%

Covers all assigned readings, films, class discussion, etc. between the midterm and the final.

Field class ..................................................................................................................... 20%

See above for details.

Ethnographic project .................................................................................................... 20%

See above for details.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>97-100%</td>
<td>A+</td>
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<tr>
<td>Good</td>
<td>93-96%</td>
<td>A</td>
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<tr>
<td>Satisfactory/Poor</td>
<td>77-79%</td>
<td>B+</td>
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<tr>
<td>Failing</td>
<td>Less than 60%</td>
<td>C</td>
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<td>90-92%</td>
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<td>60-69%</td>
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ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a
class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

**STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

**RESERVE BOOKS AND FILMS FOR THE LIBRARY**

Films:

Families of Ghana - Arden Films.

China Blue


Witches in Exile *(need to purchase?)*

  Director: Allison Berg; Other Corporate Authors: Kanopy (Firm);
  Published:[San Francisco, California, USA] : Kanopy Streaming, 2015.
  79 minutes

Into the Current: Burma’s Political Prisoners

  Director: Jeanne Hallacy
  78 minutes

Kumu Hina

  Directors: Dean Hamer, Joe Wilson; 2014; 75 minutes;

Meet the Patels

  Director: Geeta Patel; 2014; 88 minutes.
ELECTRONIC COURSE MATERIALS

All readings listed on the syllabus with the exception of chapters from our textbook, *Culture Counts*, will be placed on electronic reserve. All websites or weblinks listed in the syllabus are saved as PDF files and posted to course reserves.