

**Semester at Sea Course Syllabus
Colorado State University, Academic Partner**

Voyage: Fall 2017
Discipline: Anthropology
Course Number and Title: ANTH 100 Introductory Cultural Anthropology (Section 2)
Division: Lower
Faculty Name: Andy Creekmore
Semester Credit Hours: 3

Meeting: A Day 1400-1520, Berlin Restaurant

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 of 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
ISBN #: ISBN-10: 1285738519 | ISBN-13: 9781285738512
DATE/EDITION: 2015 / 3rd edition

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).

Video Assignments

Depending on the storage capacity and streaming capability of our ship's server, videos and narrated slide shows (mini-lectures) will be posted to our course webpage. If so, I will announce upcoming videos in class.

Depart Bremerhaven, Germany – September 9

A1–September 11: What is Anthropology and why is it relevant?

CC (Culture Counts) Ch 1.

American Anthropological Association (n.d.) *What do Anthropologists Do?*

<http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=2148>

Accessed April 4, 2017

American Anthropological Association (n.d.) *Careers in Anthropology*.

<http://www.americananthro.org/AdvanceYourCareer/Content.aspx?ItemNumber=1783>

Accessed April 4, 2017

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

Vaczi, Mariann (2016). Catalonia's human towers: Nationalism, associational culture, and the politics of performance. *American Ethnologist* 43(2):353–368.

Barcelona and Valencia, Spain – September 15-18

A3–September 19: What is Culture?

CC Ch 2.

Overall, Christine (2007). Public Toilets: Sex Segregation Revisited. *Ethics and the Environment* 12(2):71-91.

A4–September 21: Doing Cultural Anthropology: methods, ethics, learning to observe, reflect, and engage.

CC Ch 3.

American Anthropological Association (2012). Statement on Ethics.
<http://ethics.americananthro.org/category/statement/> Accessed August 9, 2016

Film: Families of Ghana. 30 minutes. WATCH BEFORE CLASS. Complete associated assignment.

No Class – September 23

A5–September 24: Religion.

CC Ch 11.

A6–September 26: Religion part II: the politics of religion in Ghana.

CC Ch 11.

de Witte, Marleen (2004). Afrikania's Dilemma: Reframing African Authenticity in a Christian Public Sphere. *Etnofoor* 17(1/2):133-155.

Film: Witches in Exile. 79 Minutes. WATCH BEFORE CLASS. Complete associated assignment.

Tema and Takoradi, Ghana – 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

Jackson, Shannon M. (2003). Being and Belonging: Space and Identity in Cape Town. *Anthropology and Humanism* 28 (1):61-84.

Teppo, Annika (2011) "Our Spirit Has No Boundary": White Sangomas and Mediation in Cape Town. *Anthropology and Humanism* 36 (2):225-247.

Beyers, Christiaan (2008). The Cultural Politics of "Community" and Citizenship in the District Six Museum, Cape Town. *Anthropologica* 50 (2):359-373.

Film: 28 up South Africa Mandela's children 80 minutes: WATCH BEFORE CLASS.

Cape Town, South Africa – October 7-12

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

Gordon, Robert (2010). Traveling Rituals and Personal Transformation. In *Going Abroad: Traveling Like an Anthropologist*, by Robert Gordon, pp. 64-81. Boulder, CO: Paradigm Publishers.

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

CC Ch 13.

Stoler, Ann L. Making Empire Respectable: the Politics of Race and Sexual Morality in 20th-Century Colonial Cultures. *American Ethnologist* 16.4 (1989): 634-660.

Lappé, Frances Moore and Joseph Collins (2005). Why Can't People Feed Themselves? In *Annual Editions Anthropology 05/06*, edited by Elvio Angeloni, pp. 184-188. New York: McGraw-Hill.

No Class – October 16

A11–October 18: Diasporas and diaspora communities of Mauritius.

Dufoix, Stéphane (2015). The loss and the link: a short history of the long-term word 'diaspora'. In *Diasporas Reimagined Spaces, Practices and Belonging*, edited by Nando Sigona, Alan Gamlen, Giulia Liberatore and Hélène Neveu Kringelbach, pp. 8-11. Oxford: Oxford Diasporas Programme.

Swift, Candice Lowe (2007). Privileging the Diaspora in Mauritius. *Diaspora: A Journal of Transnational Studies* 16 (3): 287-322.

Port Louis, Mauritius – October 19

A12–October 21: Making a Living: economics, social change, and coconut production in Kerala, India.

CC Ch 5.

Polgreen, Lydia (2009). Ripe for the Plucking, but Fewer Dare to Try. *New York Times* November 17 2009. <http://www.nytimes.com/2009/11/18/world/asia/18india.html> Accessed May 2014.

Parth, M.N. (2016). In India, a coconut picker takes work hazards in stride. *Los Angeles Times*, Feb. 19. <http://www.latimes.com/world/asia/lafgindiacoconuts20160219story.html> Accessed July 25, 2016.

Pesce, Mark (2016). Seven Pillars and Practice in the New Economy. <http://markpesce.com/seven-pillars-and-practice-in-the-new-economy/> Accessed July 30, 2016.

Bengali, Shashank (2014). A Coffee Culture Begins to Stir in India. *Los Angeles Times*, December 9, 2015. <http://www.latimes.com/world/lafgc1indiacoffee20141209story.html> Accessed July 30, 2016.

Film: Families of India (30 minutes) WATCH BEFORE CLASS

No Class – October 22

A13–October 24: MIDTERM

Cochin, India – October 25-30

No Class – October 31

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

CC Ch 7.

Harris, Marvin (2003). Life Without Chiefs. In *Annual Editions Anthropology 03/04*, edited by Elvio Angeloni, pp. 83-87. Guilford, CT: McGraw-Hill/Dushkin.

Harriden, Jessica (2012). Aung San Suu Kyi's Political Influence and Moral Power. In *The Authority of Influence: Women and Power in Burmese History*, by Jessica Harriden, pp. 206-237. Copenhagen: NIAS Press.

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

Yangon, Myanmar – November 4-8

A15—November 9: Intersections of space and status: urban development and social mobility in Vietnam.

Allison Truitt (2008) On the Back of a Motorbike: Middle Class Mobility in Ho Chi Minh City, Vietnam. *American Ethnologist*. Vol 35(1): 3-19.

Harms, Erik (2012). Beauty as control in the new Saigon: Eviction, new urban zones, and atomized dissent in a Southeast Asian city. *American Ethnologist* 39 (4):735-750.

Film: Families of Vietnam (30 minutes) WATCH BEFORE CLASS.

No Class — November 11

A16—November 12: Marriage, Family, and Kinship: social constructions of the family.

CC Ch 9.

Coontz, Stephanie (2008). What's Love Got to Do with It. A Brief History of Marriage. In *Annual Editions Anthropology 08/09*, edited by Elvio Angeloni, pp. 100-104. New York: McGraw-Hill.

Nanda, Serena (2010). Arranging a Marriage in India. In *Annual Editions Anthropology 10/11*, edited by Elvio Angeloni, pp. 97-102. New York: McGraw-Hill.

Film: Meet the Patels (88 minutes). WATCH BEFORE CLASS.

Ho Chi Minh City, Vietnam — November 14-18

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

CC Ch 14.

Wong, Edward (2009). China's Export of Labor Faces Scorn. *New York Times* Dec 20. http://www.nytimes.com/2009/12/21/world/asia/21china.html?hp=&pagewanted=all&_r=0 Accessed July 28, 2016

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.

No Class — November 21

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

Johnson, Ian (2013). China's Great Uprooting: Moving 250 Million Into Cities. *New York Times*.

http://www.nytimes.com/2013/06/16/world/asia/chinasgreatuprootingmoving250millionintocities.html?_r=1 Accessed July 29, 2016.

Johnson, Ian (2013). Pitfalls Abound in China's Push From Farm to City. *New York Times*.

<http://www.nytimes.com/2013/07/14/world/asia/pitfallsaboundinchinaspushfromfarmto-city.html> Accessed July 29, 2016.

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

Film: Families of China (30 minutes) WATCH BEFORE CLASS

For field class:

Liang, Zai (2016). China's Great Migration and the Prospects of a More Integrated Society. *Annual Review of Sociology* 42:21.1-21.21.

Feng, Wang (2002). Rural Migrants in Shanghai: Living Under the Shadow of Socialism. *International Migration Review* 36(2):520-545.

Want, Mingfeng, and Yuemin Ning (2016). The Social Integration of Migrants in Shanghai's Urban Villages. *The China Review* 16 (3):93-120.

Optional / for further reading:

Frank N. Pieke (2014). Anthropology, China, and the Chinese Century. *Annual Review of Anthropology* 43:123-138.

Qin, Hua (2010). Rural-to-Urban Labor Migration, Household Livelihoods, and the Rural Environment in Chongqing Municipality, Southwest China. *Human Ecology* 38(5):675-690.

Tan, Chee-Beng and Yuling Ding (2008). Rural Urbanization and Urban Transformation in Quanzhou, Fujian. *Anthropologica* 50(2): 215-227.

Wu, Fulong, Fangzhu Zhang, and Chris Webster (2013). Informality and the Development and Demolition of Urban Villages in the Chinese Peri-urban area. *UrbanStudies* 50(10):1919-1934.

Shanghai, China – November 24-29

Field Class, November 24: Urbanization, Migration, and Cultural Change in Shanghai.

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

CC Ch 10.

Goldstein-Gidoni, Ofra (1999). Kimono and the Construction of Gendered and Cultural Identities. *Ethnology* 38(4): 351-370.

Film: Families of Japan (30 minutes) WATCH BEFORE CLASS.

Kobe, Japan – 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

Ledward, Brandon C. (2007). On Being Hawaiian Enough: Contesting American Racialization With Native Hybridity. *Multidisciplinary Research on Hawaiian Well-Being* 4(1):107-143.

Hall, Lisa Kahaleole (2005). Hawaiian at Heart’ and Other Fictions. *The Contemporary Pacific* 17(2):404-413.

Film: *Kumu Hina*. 75 minutes. WATCH BEFORE CLASS.

Optional / for further reading:

Aoudé, Ibrahim G. (2004) Globalization in Hawai'i: The Promise of Globalism and the Reality of Capitalism. In *Rethinking Globalism* edited by M. B. Steger, 243-253. Lanham: Rowman & Littlefield.

Linnekin, Jocelyn 1997 Consuming Cultures: Tourism and the Commoditization of Cultural Identity in the Island Pacific. In *Tourism, Ethnicity, and the State in Asian and Pacific Societies*, edited by M. Picard and R. E. Wood, pp. 215–50. Honolulu: University of Hawai'i Press.

Tengan, Ty Kawika (2002). (En)gendering Colonialism: Masculinities in Hawai'i and Aotearoa. *Cultural Values* 6 (3): 239-256.

A22–December 11: Final project presentations I

Ethnographic project due, including complete field notebook and paper.

A23–December 13: Final project presentations II

A24–December 15: Final project presentations III and reflections on a long journey.

Honolulu, Hawaii – December 16

A25–December 18: A Day Finals

San Diego, California – December 23

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 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 & Assignment

The Field Class for this course will take place on Friday, 24 November, in Shanghai, China.

Class title: 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.

Learning Objectives:

1. Students will describe four aspects of migration, urbanization, and / or cultural change encountered in the field class, and explain why these are significant from an anthropological perspective.
2. Students will assess the role of cultural norms and values in shaping urban development.
3. Students will explain the survival or destruction of urban villages utilizing material from the readings, observations, and interviews with our hosts.

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 five 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

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| Attendance, participation, and class behavior | 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 behaviour, including fiddling with electronic devices, sleeping, 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. | |
| Assignments, in-class activities, 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. Some assignments are listed on the syllabus but others will be added as needed. | |
| 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. Some aspects of the final exam may require a comprehensive review of material covered prior to the midterm. | |
| 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:

| <u>Excellent</u> | <u>Good</u> | <u>Satisfactory/Poor</u> | <u>Failing</u> |
|------------------|-------------|--------------------------|----------------|
| 97-100%: A+ | 87-89%: B+ | 77-79%: C+ | Less than 60%: |
| 93-96%: A | 83-86%: B | 70-76%: C | |
| 90-92%: A- | 80-82%: B- | 60-69%: D | |

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, Inc. (30 minutes)

China Blue

Made in Asia: Fast, Cheap, and Fair? The Global Textile Market.

Witches in Exile

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.

28 up South Africa Mandela's children 70 minutes (SAS library has 21up)

Urbanisation in China - Happiness is seen everywhere (not in SAS library as of 4/2017)

Families of Vietnam (30 minutes)

Families of China (30 minutes)

Families of India (30 minutes)

Families of Japan (30 minutes) WATCH BEFORE CLASS.

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.