

**SEMESTER AT SEA COURSE SYLLABUS**  
**Colorado State University, Academic Partner**

**Voyage:** Spring 2019  
**Discipline:** Anthropology  
**Course Number and Title:** ANTH 100 Introductory Cultural Anthropology  
**Division:** Lower  
**Faculty Name:** Patricia L. Delaney  
**Semester Credit Hours:** 3

**Prerequisites:** None

**Meeting:** A days, 0800-0920 in Lido Terrace

### **COURSE DESCRIPTION**

This class asks students to think about two fundamental questions: 1). What does it mean to be human?; and 2). Is inequality inevitable? We will utilize the anthropological “toolkit” to explore culture, power, and identity in the 21<sup>st</sup> Century. The class will provide students with the theoretical framework to understand and appreciate the tremendous cultural, social and linguistic diversity of human culture (without falling prey to "exotification") as well as cross-cultural universals of human behavior. Using ethnography, films, lectures, and the first-hand experiences of students in every port of call, students will utilize ethnology, the unique anthropological approach to cross-cultural comparison. We will explore the importance of culture and cultural norms of behavior in the every-day lives of all humans (including students' own culture) by conducting ethnographic observations both on and off the ship. The field component of the course will focus specifically on stratification and the lived experience of social difference in the 21<sup>st</sup> Century. A variety of methodologies will be utilized to provide a structured way for all participants to reflect on their diverse field experience in the context of the larger course themes.

### **LEARNING OBJECTIVES**

- Understand and appreciate the diversity of human culture (without falling prey to "exotification") as well as cross-cultural universals of human behavior.
- Become familiar with and (within the constraints of the voyage) utilize the anthropological approach to cross-cultural comparison (ethnology).
- Explore the importance of culture and cultural norms of behavior in the every-day lives of all humans (including students' own culture).
- Gain an understanding of the contemporary work of both academic and applied anthropologists and a sense of how the anthropological lens can and should be utilized in a variety of settings.

## REQUIRED TEXTBOOK

AUTHOR: Guest, Kenneth J.

TITLE: *Essentials of Cultural Anthropology: A toolkit for a global age*

PUBLISHER: W.W. Norton & Company, New York

ISBN-13: 978-0393929577

DATE/EDITION: 2013 / 1<sup>st</sup> Edition

## TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

### A1—January 7: Anthropology in a Global Age

#### Questions:

What is anthropology?

What is globalization and how does it impact the study of anthropology?

How is anthropology different from other social sciences?

How can you “think like an anthropologist?”

#### Readings:

Chapter 1

Michael R. Dove, “Dreams From His Mother.”

<https://www.nytimes.com/2009/08/11/opinion/11dove.html>

### A2—January 9: What is Culture?

#### Questions:

What are differing approaches to the study of culture?

How are culture and power related?

How is globalization transforming culture?

#### Readings:

Chapter 2

Miner, Horace. “Body Ritual Among the Nacirema.” *American Anthropologist* 58.3 (1956): 503-507

<https://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf>

### A3—January 11: Research Methods in Anthropology: Fieldwork and Ethnography

#### Questions:

What is unique about ethnographic fieldwork?

What ethical concerns are raised?

How is fieldwork changing in response to globalization?

*Readings:*

Chapter 3

Haunani-Kay, Trask “The Struggle for Hawaiian Sovereignty: Introduction” (March 2000)

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/struggle-hawaiian-sovereignty-introduction>

**Honolulu, Hawaii – January 12**

**A4—January 14: Culture and Anthropology in the Global Age**

*Questions:*

What are some of the different theoretical approaches to understanding culture?

How do insider and outsider perspectives differ?

How can we make the most of our “anthropological lenses” on this voyage?

What are our ethical responsibilities?

*Readings:*

Richard Borshay Lee, “Eating Christmas in the Kalahari.” *Natural History* (Dec 1969): 14-22.

<http://people.morrisville.edu/~reymers/readings/ANTH101/EatingChristmas-Lee.pdf>

American Anthropological Association “Principles of Professional Responsibility”

<http://ethics.americananthro.org/category/statement/>

**January 16—International Date Line crossing (Lost Day)**

**A5—January 17: An Ethnographic Exploration of Peoples and Cultures of the Pacific**

*Questions:*

How can we use ethnology to compare the Peoples and Cultures of Hawaii with other Pacific Societies?

What is our current understanding of the cultural history of the Pacific?

How does tourism in the Pacific impact cultural identity?

*Readings:*

Delaney, Patricia L. and Paul A. Rivera, “Becoming Tongan Again: Generalized Reciprocity Meets Tourism in Tonga.” In Global Tourism: Cultural Heritage and Economic Encounters.

**Study Day (No Class) – January 19**

## **A6—January 20: Enculturation and Life Phases in Cross-Cultural Perspective**

### *Questions:*

- How do we learn how to become cultural beings?
- What roles do childrearing and formal and informal learning play?
- Does language play a special role?
- What does childhood, adolescence, or old age look like cross-culturally?

### *Readings:*

“Learning One’s Own Culture,” Chapter 5 in Cultural Anthropology by Nancy Bonvillain.

*Film:* Pre-School in Three Cultures Revisited

## **A7—January 22: No Geishas or Samurais Need Apply: Japanese Culture in the 21<sup>st</sup> Century:**

Pre-School; Adolescence and Elders

### *Questions:*

- What are examples of cultural stereotypes about Japan?
- How is modern Japanese society similar or dissimilar from those stereotypes?
- What questions do you have about life for children, adolescents, and elders in Japan?

### *Readings:*

Tobin, Joseph, Mayumi Karasawa, and Yeh Hsueh. “Komatsudani Then and Now: Continuity and Change in Japanese Preschool”

<http://joetobin.net/pdf/JTobin-KomatsudaniThen+Now.pdf>

*Films:* Shinjuku Boys and Shall We Dance?

**Field Class: Day 1, January 24**

**Kobe, Japan — January 24-28**

## **A8—January 29: Family, Food, and Ritual in China**

### *Questions:*

- What role does the family have in the celebration of New Year in China?
- What are cultural norms related to food and ritual?
- How is New Year similar or dissimilar in mainland China and Hong Kong?
- How has the One Child Policy impacted family and kinship in China?

### *Readings:*

Cooper, Eugene. “Chinese Table Manners: You are how you eat,” Human Organization 45 (1986), no. 2 179-184.

Fong, Vanessa L. "China's One-Child Policy and the Empowerment of Urban Daughters." *American Anthropologist* 104.4 (2002): 1098-1109.

**Shanghai, China — January 31 - February 1**

**In-Transit — February 2-3**

**Hong Kong, SAR — February 4-5**

**A9—February 6: Kinship, Family, and Marriage in Cross-Cultural Perspective**

*Questions:*

- What do anthropologists mean by kinship and family?
- What are the social roles and obligations of kin?
- Why do anthropologists study kinship?

*Readings:*

Chapter 9 (p. 234-255)

**Ho Chi Minh City, Vietnam — February 8-13**

**A10—February 14: Love, Marriage and Kinship in Cross-Cultural Perspective**

*Questions:*

- How is kinship constructed in the United States?
- What does love have to do with it?
- How does kinship change over time?

*Readings:*

Chapter 9 (p. 256-261)

**Community Programming (No Class) — February 16**

**A11—February 17: Ethnicity, Nationalism and Indigenous Identity**

*Questions:*

- How do anthropologists define ethnicity?
- How is ethnicity created and used?
- What is an "ethnic minority"?
- How does ethnicity help us to understand nation-building?

*Readings:*

Chapter 6

Scarborough, Gregory. "A home away from home." *Cultural Survival Quarterly* (Fall 2006): 29-39. <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/home-away-home>

**Yangon, Myanmar – February 19-23**

**A12—February 24: Politics and Power in Anthropological Perspective**

*Questions:*

How do anthropologists study politics and power?

What is the relationship between politics, the state, violence and war?

How does the situation of the Rohingya today illustrate these concepts?

*Readings:*

Chapter 12

**A13— February 26: Religion, Religiosity, and Spirituality**

*Questions:*

What is religion?

How do anthropologists explain the role religion plays in society?

How does religion function as a system of meaning and a system of power?

What are some of the diverse religious traditions of India?

*Readings:*

Chapter 13

"Change Comes Slowly for Religious Diversity in India" Population Reference Bureau. <https://www.prb.org/indiareligions/>

**Cochin, India – February 28 – March 5**

**A14—March 6: Religion and Resistance**

*Questions:*

How has religion been utilized as a mechanism for resistance or oppression?

How do anthropologists explain the role religion plays in social constructions of power?

What role did religion play in the struggle for independence in India?

*Readings:*

Chapter 13

BBC: Religion

[http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi\\_1.shtml](http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml)

## **Community Programming (No Class) – March 7**

### **A15—March 9: Midterm Examination**

### **Port Louis, Mauritius – March 11**

### **A16—March 12: Social Constructions of Inequality: Gender**

#### *Questions:*

What is the difference between sex and gender?

Is gender inequality a cross-cultural universal?

How many genders are there?

How can we better understand the cultural construction of gender norms?

#### *Readings:*

Chapter 7

### **A17—March 14: Social Constructions of Inequality: Race and Racism**

#### *Questions:*

What is the difference between race and ethnicity?

How is race constructed around the world? In Hawaii? In Japan? In India?

How do Anthropologists define racism?

#### *Readings:*

Chapter 5 (p. 120-139)

### **A18—March 16: Race, Racism, Power, and the State**

#### *Questions:*

What role did race, racism, and ethnicity play in the Apartheid era?

How are notions of ethnicity and identity playing out in 21<sup>st</sup> Century South Africa?

Who's Local? Who's indigenous?

#### *Readings:* Chapter 5 (p.140-151)

### **Cape Town, South Africa – March 18-23**

## **A19—March 24 Social Constructions of Inequality: Socioeconomic Class**

### *Questions:*

- Is inequality natural?
- Where does poverty come from?
- What is the impact of local and global poverty?
- How do anthropologists see class-based inequality differently than others?

### *Readings:*

Chapter 10

## **A20—March 26: Intersectionality: Race, Class and Gender in Cross-Cultural Perspective**

### *Questions:*

- How do race, class, and gender intersect?
- What are the consequences of intersectionality for people around the world?
- How can anthropology contribute to a deeper understanding of these issues?

*No new readings for today.*

## **A21—March 28: Global Constructions of Inequality: The Colonial Legacy**

### *Questions:*

- What are the Roots of Today's Economy?
- What Role did Colonialism Play?
- How did West Africa fit within the colonial experience?
- How did slavery impact both Africa and the "New" World?

### *Readings:*

Chapter 11 (p. 304-313)

Julia Ott, "Slaves, the Capital that Made Capitalism"

<http://blogs.newschool.edu/heilbroner-center/2015/08/20/julia-ott-slaves-the-capital-that-made-capitalism/>

**Takoradi, Ghana — March 30 - April 1**

**Tema, Ghana — April 2-3**

## **A22—April 4: Modernity, Poverty, and the Global Economy**

### *Questions:*

- How do anthropologists define economic interaction?
- How does today's global economy link workers and consumers?
- How does the global economy connect to patterns of migration?

### *Readings:*

Chapter 11 (p. 296-304; 314-331)

**A23—April 6:**

**Study Day (No Class) — April 8**

**A24— April 9: The Anthropological Lens Revisited: Options for Using Anthropology**

*Readings:*

Chapter 14 (p. 407-412)

Michael R. Dove, “Dreams From His Mother.”

<https://www.nytimes.com/2009/08/11/opinion/11dove.html>

**Casablanca, Morocco — April 11-15**

**Study Day (No Class) — April 16**

**A25—April 17: Final Presentations**

**Arrive Amsterdam, The Netherlands — April 21**

## **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**

*The field class for this course will take place on **Thursday, January 24th in Kobe, Japan. (This is the first day of our stop in Japan.)***

**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.

A Generational Lens on Japanese Culture: Children, Teens, and Elders

Examining the “daily life” of contemporary Japan through the lens of children, teens, and elders. Visiting a school or daycare center to observe the “infrastructure of childhood” .....a teen center or after school program to explore popular culture in the modern age.....and a senior care facility to understand the implications of some of the healthiest older people in the entire world.

Objectives:

- To look carefully at how culture is transmitted and experienced in 21<sup>st</sup> Century Japan.
- To examine beliefs and practices about childhood, adolescence, and old age in 2018.
- To explore questions such as:
  - why don't Japanese children throw tantrums?
  - Why do teenagers in Japan dress the way they do?
  - What is life like for seniors in a society with deep respect for elders?

Students will complete a detailed field journal for our field class in Japan. You will utilize your primary data from your field notes to complete a paper comparing your field data with at least one other culture. The comparative paper will be 25% of your class grade.

### **Independent Field Assignments**

Each student will complete a 6-8 page paper comparing a core cultural concept from at least three different cultures. Papers will draw from ethnographic observations, class readings, and discussions. Topics will be approved by the professor relatively early in the voyage. Students will be asked to give a short oral presentation about their papers during class time.

Students will keep detailed field journals of their observations and reflections throughout the voyage. The instructor will review these entries periodically and they will be used as the “raw data” for the in-class midterm examination. Students should take exhaustive notes on as many different topics as possible. Detailed guidelines about the length and format for journals will be provided on the first day of class.

Students will complete at least one 10 minute oral presentation (as individuals or in pairs) to share their anthropological perspective with the larger shipboard community. Students can choose the most appropriate venue and audience based on their topic (e.g. lifelong learner seminar; evening seminar; student club; or dependent ‘schoolhouse.’)

### **METHODS OF EVALUATION**

Field Class Participation & Comparative Paper	25%
Ethnological Research Paper	25%
Midterm Examination/Field Journals	40%
Student Presentation	10%

## 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%: F
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 letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto: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 FOR THE LIBRARY

None

## FILM REQUEST

Pre-School in Three Cultures Revisited  
Shinjuku Boys  
Shall We Dance?

## ELECTRONIC COURSE MATERIALS

American Anthropological Association "Principles of Professional Responsibility"  
<http://ethics.americananthro.org/category/statement/>

BBC: Religion [http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi\\_1.shtml](http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml)

Bonvillain, Nancy. Chapter 5: Learning One's Culture. In Cultural Anthropology. 3<sup>rd</sup> Edition (2013). Pages 97-120.

Cooper, Eugene. "Chinese Table Manners: You are how you eat," Human Organization 45 (1986), no. 2 179-184.

Delaney, Patricia L. and Paul A. Rivera, "Becoming Tongan Again: Generalized Reciprocity Meets Tourism in Tonga." In Global Tourism: Cultural Heritage and Economic Encounters. Altamira Press (2012)

Fong, Vanessa L. "China's One-Child Policy and the Empowerment of Urban Daughters." American Anthropologist 104.4 (2002): 1098-1109.

Dove, Michael R. , "Dreams From His Mother."  
<https://www.nytimes.com/2009/08/11/opinion/11dove.html>  
New York Times (August 10, 2009)

Hauanani-Kay, Trask " The Struggle for Hawaiian Sovereignty: Introduction" (March 2000)

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/struggle-hawaiian-sovereignty-introduction>

Lee, Richard Borshay, "Eating Christmas in the Kalahari." *Natural History* (Dec 1969): 14-22.  
<http://people.morrisville.edu/~reymers/readings/ANTH101/EatingChristmas-Lee.pdf>

Miner, Horace. "Body Ritual Among the Nacirema." *American Anthropologist* 58.3 (1956): 503-507 <https://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf>

"Change Comes Slowly for Religious Diversity in India" Population Reference Bureau.  
<https://www.prb.org/indiareligions/>

Julia Ott, "Slaves, the Capital that Made Capitalism"  
<http://blogs.newschool.edu/heilbroner-center/2015/08/20/julia-ott-slaves-the-capital-that-made-capitalism/>

Scarborough, Gregory. "A home away from home." *Cultural Survival Quarterly* (Fall 2006): 29-39. <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/home-away-home>

Tobin, Joseph, Mayumi Karasawa, and Yeh Hsueh. "Komatsudani Then and Now: Continuity and Change in Japanese Preschool"  
<http://joetobin.net/pdf/JTobin-KomatsudaniThen+Now.pdf>

## **ADDITIONAL RESOURCES**

NONE