

SEMESTER AT SEA COURSE SYLLABUS  
Colorado State University, Academic Sponsor

**Voyage:** Fall 2016

**Discipline:** Anthropology

**Course Number and Title:** ANTH 100: Introduction to Cultural Anthropology

**Division:** Lower

**Faculty Name:** Alexander J. Martín

**Semester Credit Hours:** 3

## COURSE DESCRIPTION

*Introduction to Cultural Anthropology* has two main goals, to give students an understanding of human sociocultural diversity, as well as provide a foundation for higher-level courses in anthropology. Cultural anthropology explores how human societies vary around the world and through the ages, attempting to understand the reasons for why cultures developed in similar or different ways. More recently, cultural anthropology has also been concerned with how power relations both within and between societies are a fundamental part of this diversity. Power works through more than direct economic and political means; its effects are also realized through symbolic representations of the differences between individuals, groups, and societies, making the study of human culture especially important. During our voyage, we will not only have the opportunity to meet some traditional societies first-hand, but we will also have the opportunity to learn how they have adapted to the legacy of colonialism and the expanding capitalist world economy. To these aims, we will not only take advantage of our different port destinations to learn about how the cultures we meet vary, but how broader processes of cultural adaptation influence that diversity.

## LEARNING OBJECTIVES

Throughout the semester we will be working towards achieving various goals. By the end of this course, you will:

1. Have gained a broad cross-cultural background against which to understand human culture, culture change, and contemporary social problems.
2. Understand why we see recurring patterns in human societies around the world, as well as why and how cultures differ.
3. Have discovered there are various valid cultural solutions to the problems of life.
4. Understand the main factors involved in culture change and globalization.
5. Understand some of the procedures used by anthropologists in studying cultures.

## REQUIRED TEXTBOOKS

**AUTHOR:** Guest, Kenneth J.

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

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

**ISBN #:** 978-0393265019

**DATE/EDITION:** First Edition

## TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10

### **B1—September 13:**

TOPIC: Anthropology in a Global Age

QUESTIONS:

What is Anthropology?

Through what lenses do anthropologists gain a comprehensive view of human cultures?

What is globalization and why is it important for anthropology?

How is globalization transforming anthropology?

READING: Chapter 1

### **B2—September 15:**

TOPIC: Culture

QUESTIONS:

What is culture?

How has the culture concept developed in anthropology?

How are culture and power related?

How much of who you are is determined by biology and how much by culture?

How is culture created?

How is globalization transforming culture?

READING: Chapter 2

No Classes—September 16

### **B3—September 18:**

MOVIE: Documentary on the culture concept

ASSIGNMENTS: Culture concept exercise handed out.

Piraeus—September 19-23

### **B4—September 25:**

TOPIC: Fieldwork and Ethnography

QUESTIONS:

What is unique about ethnographic fieldwork, and why do anthropologists conduct this kind of research?

How did the idea of fieldwork develop?

How do anthropologists get started conducting fieldwork?

How do anthropologists write ethnography?

What moral and ethical concerns guide anthropologists in their research and writing?

How are fieldwork strategies changing in response to globalization?

READING: Chapter 3

ASSIGNMENTS: Culture concept exercise due.

Civitavecchia - September 26-28

Livorno - September 29-30

### **B5—October 2:**

TOPIC: Language

**QUESTIONS:**

- What is language and where does it come from?
- Can language shape our ways of thinking?
- How systems of power intersect with language and communication?
- What are the effects of globalization on language?

READING: Chapter 4

Barcelona—October 3-7

**B6—October 9:**

TOPIC: Part 1 class discussion and midterm review.

Casablanca—October 10-14

**B7—October 16:**

MIDTERM 1

**B8—October 18:**

TOPIC: Race and Racism

**QUESTIONS:**

- Do biological separate races exist?
- How is race constructed around the world?
- How is race constructed in the United States?
- What is racism?

READING: Chapter 5

**B9—October 20:**

TOPIC: Ethnicity and Nationalism

**QUESTIONS:**

- What does “ethnicity” mean to anthropologists?
- How is ethnicity created and put in motion?
- What is the relationship of ethnicity to the nation?

READING: Chapter 6

Dakar—October 21-24

**B10—October 26:**

TOPIC: Gender

**QUESTIONS:**

- Are men and women born or made?
- Are there more than two sexes?
- How do anthropologists explore the relationship between gender and power?
- How is globalization transforming women’s lives?

READING: Chapter 7

**B11—October 28:**

MOVIE: Documentary on inequality

ASSIGNMENTS: Inequality exercise handed out.

No Classes—October 28

**B12—October 31:**

TOPIC: Sexuality

QUESTIONS:

- What is “natural” about human sexuality?
- What does a global perspective tell us about human sexuality?
- How has sexuality been constructed in the United States?
- How is sexuality an arena for working out relations of power?
- How does globalization influence local expressions of sexuality?

READING: Chapter 8

ASSIGNMENTS: Inequality exercise due.

Salvador—November 1-6

**November 1, Field Class:** Candomble in Brasil

**B13—November 8:**

TOPIC: Kinship, Family, and Marriage

QUESTIONS:

- How are we related to one another?
- Are biology and marriage the only basis for kinship?
- Is a country like one big family?
- How is kinship changing in the United States?

READING: Chapter 9

**B14—November 10:**

TOPIC: Class and Inequality

QUESTIONS:

- Is inequality a natural part of human culture?
- How do anthropologists analyze class and inequality?
- How are class and inequality constructed in the United States?
- What are the roots of poverty in the United States?
- Why are class and inequality largely invisible in U.S. culture?
- What are the effects of global inequality?

READING: Chapter 10

**B15—November 12:**

TOPIC: Part 2 class discussion and midterm review.

Port of Spain—November 13-14

**B16—November 16:**

MIDTERM 2

**B17—November 19:**

TOPIC: The Global Economy

QUESTIONS:

- What is an Economy, and what is its purpose?
- What are the roots of today’s global economy?
- What are the dominant organizing principles of the modern World Economic System?
- How does today’s global economy link workers with consumers worldwide?

How is today's global economy reshaping migration?

Is today's global economic system sustainable?

READING: Chapter 11

No Classes—November 18

**B18—November 21:**

TOPIC: Politics and Power

QUESTIONS:

How have anthropologists viewed the origins of human political history?

What is the State?

How is globalization affecting the State?

What is the relationship among politics, the State, violence, and war?

How do people mobilize power outside the State's control?

READING: Chapter 12

Callao—November 22-26

**B19—November 28:**

MOVIE: Documentary on Globalization

**B20—November 30:**

TOPIC: Religion

QUESTIONS:

What is religion?

What tools do anthropologists use to understand how religion works?

In what ways is religion both a system of meaning and a system of power?

How is globalization changing religion?

READING: Chapter 13

Guayaquil—December 1-4

**B21—December 6:**

TOPIC: Health and Illness

QUESTIONS:

How does culture shape our ideas of health and illness?

How can anthropologist help solve healthcare problems?

Why does the distribution of health and illness mirror that of wealth and power?

How is globalization changing the experience of health and illness and the practice of medicine?

READING: Chapter 14

**B22—December 8:**

TOPIC: Field class exercise preparation.

ASSIGNMENTS: Field class exercise handed out.

Puntarenas—December 9-13

**B23—December 15:**

TOPIC: Field class discussion.

ASSIGNMENTS: Field class exercise due.

**B24—December 17:**

TOPIC: Part 3 class discussion and final review.

Study Day—December 18

**B25—December 20; A Day Finals**

FINAL EXAM

San Diego—December 22

**FIELD WORK**

**Remember that 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 will be developed and led by the instructor.

*Exercises and class discussions*

Several class exercises will ask students to use experiences from port visits to illustrate specific concepts learned in class through short essay format. Likewise, periods of class discussion have been designated so that we can talk about the different places we visit and how they relate to particular cultural processes learned in class.

*Field class and assignment (Candomble in Salvador, November 1st)*

Additionally, we will have a field class on November 1<sup>st</sup> at the port of Salvador, Brazil. The day begins with a morning visit to the “MAFRO”, the Afro-Brazilian Museum at the Centre for African and Oriental Studies, Federal University of Bahia (<http://www.mafro.ceao.ufba.br/index.php>). Here, students will find interpretive display of art and artifacts related to the distinctive local candomble religion. After lunch, a scheduled visit to an active candomble temple will be arranged, during which students will have the opportunity to pose questions to a priest/ess. The centrepiece of the day will be a two-hour participatory workshop on candomble dance and movement, working with a local expert. Preparatory class discussion will center around the fusing of African, Mediterranean, and indigenous elements in this religion, and will relate to class readings about the function of ritual, ethno-genesis, cultural resistance, and change. This trip will serve as the basis of a field class assignment that will give students the opportunity to support or reject ideas discussed in class by making explicit reference to this ethnographic example.

## METHODS OF EVALUATION

- 1) Exams.....60%
  - Mid-Term **20%**
  - Mid-Term **20%**
  - Final Exam **20%**
- 2) Exercises (10% each).....**30%**
- 3) Field Class Assignment.....**10%**

### *Exams*

Three exams will be given during the course of the semester that will test students on the information provided in readings, class discussions, and lectures. Each exam will be a combination of multiple choice, short answer, and fill-in-the-blank. Exams will be non-cumulative.

### *Exercises*

Together, three short essays that draw upon each student's port visits constitute 30% of the grade.

### *Field Class Assignment*

One field class assignment in which students will have the opportunity to use their own experiences to support or reject concepts learned in class will constitute 10% of the grade.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation:

A+	97% and above	Excellent
A	93-96%	Excellent
A-	90-92%	Good
B+	87-89%	Good
B	83-86%	Good
B-	80-82%	Satisfactory
C+	77-79%	Satisfactory
C*	70-76%	Satisfactory
D*	60-69%	Poor, but passing
F	59% and below	Failure

\*C-, D+ and D- grades are not assigned at CSU. Pass/Fail is not an option for Semester at Sea coursework.

Handing in exercises late will result in losing 10% for each day.

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes 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.

## **UNION SEMINARS**

Faculty members on the Fall 2016 Voyage will present on various academic topics during the evening Union Seminars, held during sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend at least one of these sessions, relevant to the academic topic of this course.

## **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 pre-voyage as soon as possible, but no later than July 19, 2016 to [academic@isevoyages.org](mailto:academic@isevoyages.org).

## **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."