Voyage: Spring 2019
Discipline: Anthropology
Course Number and Title: ANTH 329 Cultural Change
Division: Upper
Faculty Name: Patricia L. Delaney
Semester Credit Hours: 3

Prerequisites: One (1) introductory or lower-division anthropology course, preferably cultural anthropology
Meeting: B days, 1230-1350 in Kaisersaal Starboard

COURSE DESCRIPTION

This course provides an overview of the latest theoretical understandings about culture, culture change, modernity, structural inequality, and globalization in anthropology. The course will be grounded in understandings of cultural history, with a special emphasis on specific experience of colonialism, cultural violence against, and resistance from, many of the indigenous peoples and small-scale societies that we will visit on the voyage. The course will examine many of the ongoing similarities in post-colonial and neo-colonial societies and will explore diverse theoretical explanations for continued structural challenges, including healthcare. The class will de-construct theoretical concepts such as cultural appropriation and multi-culturalism by looking at patterns of power and control in the 21st Century. We will also look at current social movements and local, global, and global change makers who are effecting change today. Readings, shipboard class activities, and the field class will all provide students with opportunities to gain an empathetic understanding of the impact of global forces on both “the other” and their own society.

LEARNING OBJECTIVES

- Understand anthropological understandings of social organization in indigenous, “traditional” and post-industrial societies.
- Acquire a deeper facility with multidisciplinary theories explaining social change.
- Learn about patterns of colonialism, neo-colonialism, and post-colonialism.
- Explore the countervailing processes of homogenization/globalization, cultural appropriation, multi-culturalism, and cultural “preservation.”
- Examine current social challenges such as healthcare from local and global perspectives.

REQUIRED TEXTBOOKS
TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

Honolulu, Hawaii — January 12

B1—January 8: The Challenge of Diversity: Overview of Anthropological Approaches

Middleton: Introduction

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

American Anthropological Association “Principles of Professional Responsibility”
http://ethics.americananthro.org/category/statement/

B2—January 10: Anthropology, Hubris, and Culture Shock

Middleton: Chapter 1


Honolulu, Hawaii — January 12

B3—January 13: Cultural History, “Modernity” and Resistance

Chang, Kevin. “Citizen Stewardship: Mobilizing to protect the ocean and its resources in Hawai‘i.” Cultural Survival Quarterly. 41.4 (December 2017)


Ward: Introduction and Chapter 1

B4—January 15: Commonalities and Differences: A Global View

Middleton: Chapters 2-3

January 16—International Date Line crossing (Lost Day)

B5—January 18: Tradition and Cultural Complexity in the Pacific

Ward: Chapters 2-4

Film: Moana

Study Day (No Class) — January 19

B6—January 21: Culture Change in Small-Scale Societies

Ward: Chapters 8-11

Film: Trobriand Cricket

B7—January 23: Modernization, Urbanization, and Demographic Change


B8—January 30: Migration, Social Engineering and Culture Change in China


Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

B9— February 7  Economics, Social Change, and “Post-Conflict” Societies


Ho Chi Minh City, Vietnam — February 8-13

B10—February 15:  Anthropological Lenses on Democratic Transitions & Contested States


Community Programming (No Class) — February 16

B11—February 18:  Tourists, Anthropologists, and Other “Outsiders”


Yangon, Myanmar — February 19-23

Field Class – February 20 (Myanmar)

B12—February 25: Reflections on the Field Experience

No new reading

B13—February 27: Applied Anthropology & International Development


Cochin, India — February 28 – March 5

Community Programming (No Class) — March 7

B14—March 8: Ethnology: the Comparative Perspective

Middleton: Chapter 5

B15—March 10: Midterm Examination

Port Louis, Mauritius — March 11

B16—March 13: Colonialism, Diasporas, and the Post-Colonial Experience

Middleton: pp. 67-69


B17—March 15: Indigenous Response and Resistance

Middleton: pp. 70-83
B18—March 17: Gender, Race and Empowerment: Contested Cultural Identities


Cape Town, South Africa — March 18-23

B19—March 25 Who is Local Here?: Empowerment and Agency


B20—March 27: Whiteness, Privilege, and Applied Anthropology


B21—March 29: Global Constructions of Inequality: Slavery in Cultural Context

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

B22—April 5: Globalization, Public Health, and the 21st Century

Ward: Chapter 11

B23—April 7: Meeting the Challenges of Contemporary Global Issues

Middleton: Chapter 6

Study Day (No Class) — April 8
The Anthropological Lens Revisited: Options for Using Anthropology


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

Casablanca, Morocco — April 11-15

Study Day (No Class) — April 16

B25—April 18: Final Examination

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 February 20th in Myanmar (This is the second day of our stop in Myanmar.)

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.


Exploring the range of agencies and organizations that work in international development and humanitarian relief in Myanmar. Visiting different USG and NGO organizations to develop a deeper understanding of how the anthropological lens can be useful in implementing programs in areas such as gender empowerment, poverty eradication, and the provision of basic human needs.
Students will gain knowledge about the field of international development and the role that anthropology (and other social sciences) play in it. We will explore questions related to the challenges of working in a society in transition from military rule to democracy. We will also look at the experience of cross-cultural interaction and exchange within the organizations that work in the country.

**Independent Field Assignments**

Students are encouraged to conduct anthropological observations related to the themes of the course in every port of call. While virtually any land-based trip or program can be related to the topics in this class, trips that include homestays or service work are especially recommended. Students will be required to choose at least three cultures to compare for their research paper assignment in this class.

The field class will involve significant advance preparation, detailed observation and note-taking during the field class, and substantial analysis and discussion after our return to the ship. Working in pairs, students will develop a “lessons learned” memo and complete an oral presentation on their findings.

The comparative paper will ask students to choose one topic (e.g. indigenous resistance) and compare it across at least three cultures. The main source of information for the papers will be in-country observations, field trips, and discussions. Primary data may be supplemented by academic resources.

Both the mid-term and the final examination will be essay based and will ask students to apply the theoretical frameworks from the readings to explain the contemporary realities that they encounter and observe during our global voyage.

**METHODS OF EVALUATION**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Field Class Participation, Memo and Presentation</td>
<td>20%</td>
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<tr>
<td>Comparative Paper</td>
<td>20%</td>
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<tr>
<td>Midterm Examination</td>
<td>30%</td>
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<tr>
<td>Final Examination</td>
<td>30%</td>
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</tbody>
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**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>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</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 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 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**
FILM REQUEST
Moana
Frontline Season 34: Episode 18 “Myanmar’s Filling Fields” (May 8, 2018)
https://www.pbs.org/wgbh/frontline/film/myanmars-killing-fields/

Trobriand Cricket

ELECTRONIC COURSE MATERIALS
American Anthropological Association “Principles of Professional Responsibility”
http://ethics.americananthro.org/category/statement/


Chang, Kevin. “Citizen Stewardship: Mobilizing to protect the ocean and its resources in Hawai’i.” Cultural Survival Quarterly. 41.4 (December 2017)


Michael R. Dove, “Dreams From His Mother.”
New York Times (August 10, 2009)


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


ADDITIONAL RESOURCES

None