

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2019
Discipline:	Anthropology
Course Number and Title:	ANTH 100 Introductory Cultural Anthropology
Division:	Lower
Faculty Name:	Colleen Ballerino Cohen
Semester Credit Hours:	3
Prerequisites:	None

COURSE DESCRIPTION

As we look out upon the world our view is always partial – both incomplete and particular. What we take in, how we make sense of it, and how we understand ourselves in relation to it is molded by institutions, habits, and ways of thinking that anthropologists refer to as culture. In this course, we learn about the customary practices, social institutions, and shared sets of beliefs of people living different lives than our own, with an emphasis on cultures and cultural practices in places that we visit during our voyage. Through case studies, films, and samples of material and expressive arts and media from these cultures, we explore a range of topics, including gender and other markers of ‘difference’; family, marriage, personhood, and identity; belief systems; economic and political systems; globalization and its impacts. Students will conduct their own anthropological research projects, and will leave the course and the voyage with a greater appreciation for the variety of ways that culture shapes people’s lives and understandings of the world and the impacts of globalization upon those lives, as well as with the means to reflect critically upon their own culture and the lenses through which they view the world.

LEARNING OBJECTIVES

- Gain a general knowledge of cultural anthropological concepts and methods
- Develop a critical understanding of the variation of human practices in a global context
- Develop critical, ethical, and practical skills for studying culture and cultural practices, including making and recording observations and interactions in a field context, reflecting upon one’s own position relative to the people and places being studied, and describing, interpreting, and analyzing ethnographic material
- Reflect critically on the taken-for-granted nature of their own practices, beliefs, assumptions

REQUIRED TEXTBOOKS

AUTHOR: Robert H. Lavenda

TITLE: *Core Concepts in Anthropology*

PUBLISHER: Oxford University Press
ISBN #:978-0-19-045972-7
DATE/EDITION: 2017 Sixth Edition

AUTHOR: Elizabeth Fernea
TITLE: *Guests of the Sheik*
PUBLISHER: Anchor
ISBN #: 978 0385014854
DATE/EDITION: 1995 Reissue Edition

Students should plan on reading 2-4 short articles or sections of articles per class. In addition to sections from *Guests of the Sheik* and *Core Concepts*, there will be readings focused on cultures, practices, topics, issues in countries we will be visiting. These readings can be found on the Electronic Course Materials list for the class. On occasion, readings will be assigned to students in groups, with each group responsible for one reading and for sharing their understandings of these readings with the rest of the class. Come to class with all readings completed, and with questions or points for discussion. Questions that you may wish to keep in mind when preparing to discuss readings in class are:

- What is the author's main point or argument?
- What research question to the author have in mind?
- What realm(s) of cultural behavior or activity did the author single out to address this question?
- What theories and research methods did the author use?
- How did the author present the material? What were the strengths and weaknesses of the presentation?
- How does the reading contribute to your understanding of anthropology?

Recommended readings: Throughout the syllabus you will see lists of recommended readings, related to the topic being covered. I include these for reference, should any student wish to delve into a given subject more deeply. They are NOT required.

Throughout the voyage, films related to issues that we are addressing and/or countries we are visiting will be available for viewing on the ship film loop. I will advise the class what to look for in these films, and how to integrate them into class readings and discussions.

TOPICAL OUTLINE OF COURSE

Depart The Netherlands — September 9

I. CULTURE AND THE WORK OF SYMBOLS

B1 — September 12: Thinking Anthropologically. What is an anthropological approach? Why does anthropology matter?

- *Core Concepts*, Chapter 1

Recommended:

- *Core Concepts*, pp. 193-196

In class: short ungraded writing exercise

B2 – September 14: Symbols, History, Memory. What is a symbol? How do symbols work? What do they have to do with our understanding other cultures and how do we study them?

- *Core Concepts*, pp. 16-17, 19-22
- Erika Lehrer (2013) *Traveling Tschotchkes and 'Post-Jewish' Culture*, pp. 159-165, 172-175
- Eve Jochowitz (2004) *Flavors of Memory: Jewish Food as Culinary Tourism in Poland*

Recommended:

- DeWitt Clinton (2012) *Finding Nebuchadnezzar in Poland*
- Michael Murawski (2011) *Inappropriate Object: Warsaw and the Stalin-Era Palace of Culture after the Smolensk Disaster*

Film: *Image Before My Eyes* (Josh Waltzky 2006 [1980]. 91 minutes)

Gdansk, Poland – September 15-20

GDANSK POLAND DAY 2 Monday September 16 Field Class: Reading the Symbols of Identity: Poland's Folk, Food, and Post-Jewish Cultures

Recommended readings:

- Jaro Stacul (2014) *The Production of 'Local Culture' in Post-socialist Poland*
- Alexander Tolle (2007) *City Profile: Gdansk*

Prompt for paper: Using your observations and field notes, and drawing upon required and recommended readings as appropriate, write an ethnographic description focused on the symbols of Polish culture(s). You may wish to use the template for the ethnographic interpretation to organize your thoughts. **DUE B4 September 24, in class.**

B3 – September 22: Anthropology and the Study of 'Difference': What difference does 'difference' make? How do we approach the study of different ways of being in the world?

- *Core Concepts*, pp. 17-19
- *Guests of the Sheik*, pp. 3-48, 65-82

B4 – September 24: Making 'Difference', Making Place: What makes a place feel culturally particular or 'different'?

- Lila Ellen Gray (2011) *Fado's City*
- William Kavanaugh (2011) *Multiple Encounters on the Spanish-Portuguese Border*, esp. pages 32-50

Select one:

- Jean Anderson (2013) *The Food I Dream Of*
- Frances Baca (2010) *Sweet Tooth Nation: *Fabrico Próprio* and the Portuguese Pastry*
- Alicia Ríos (2011) *The Fiestas de Tosantos in the Markets of Cádiz*

A5 – September 25 Field Class paper due

Lisbon, Portugal – September 26-28
Cadiz, Spain – September 29 - October 1

II. PERSONHOOD, IDENTITY, AND BELONGING

B5 – October 2: Personhood and the Family: What forms can/do families take? How does family affect our sense of personhood?

- *Core Concepts*, Chapter 7: 7.2, 7.4, 7.7-7.10
- *Guests of the Sheik*, pp. 126-170, 256-266

In class: Kinship exercise

B6 – October 4: National Personhood: What does it mean to be a “national” person? How is “national personhood” formed, symbolically, historically, affectively?

- *Core Concepts*, pp. 66-69, 105-107, 116-120
- Christopher Thornton (2013) *Walking in the Wake of War: A Letter from Dubrovnik*
- Tomica Bajsic (2013) *The Great Gates of War* (poem)
- Michaela Schauble (2011) *How History Takes Place: Sacralized Landscapes in the Croatian-Bosnian Border Region*, pp.23-28

Recommended:

- Bette Denich (1994) *Dismembering Yugoslavia: Nationalist Ideologies and the Symbolic Revival of Genocide*
- Kristen Ghodsee (2012) *Tito Trivia*
- Ivanka Stricevic (2009) *Bringing Books and Children Together: Croatian War Experiences*

Film: *Mirjana: One Girl's Journey* (Susan Morgan Cooper, 1996. 65 minutes)

Dubrovnik, Croatia – October 6-10

B7 – October 11: Stepping in and Understanding. What is it that makes a member of a culture know they ‘belong’? How can we—or can we—know what it means to belong?

- ~~*Core Concepts*, pp. 39-44~~
- ~~Rachel Newcomb (2016) *A Distant Episode: Religion and Belief in Moroccan Ethnography*~~
- Lila Abu-Lughod (2002) *Do Muslim Women Need Saving?*
- ~~Karim Bejjit (2012) *Female Spaces, Cross-Cultural Encounters, Elizabeth Fernea and the Moroccan Experience*, pp. 493-500~~

~~*****Ethnographic Reflection #1 Due~~

B8 – October 13: Personhood, Time, and History: How is a sense of personhood shaped by particular connections to the past/conceptions of time?

- *Guests of the Sheik*, pp. 194-215
- Karen Rignall (2013) *Time, Children, and Getting Ethnography Done in Southern Morocco*, pp. 49-55

In class: time exercise

Casablanca, Morocco – October 15-20

B9 – Debriefing and Review

B10 – Midterm Exam

III. DIASPORAS, ENTANGLEMENTS, EMBODIMENTS, GLOBAL ASSEMBLAGES

B11 – October 26: Consuming and Representing Africa: How is Africa represented in Western thought, discourse, ideas? How does the meaning of Africa change with how and where we are positioned?

- *Core Concepts*: pp. 138-147
- Bayo Holsey (2013) *Black Atlantic Visions: History, Race, and Transnationalism in Ghana*

By group:

- Kristy Leissle (2013) *Invisible West Africa: The Politics of Single Origin Chocolate*
- Naa Baako Ako-Adjei (2015) *How Not to Write About Africa: African Cuisines in Food Writing*

Film: *Elmina Castle and the Slave Trade* (2009. 62 minutes)

Tema, Ghana – October 28-30

Takoradi, Ghana – October 31 - November 2

B12 – November 2: Debriefing/reflection: What connections do we make between the places we have visited? How is anthropology helping us process our experiences? What challenges have we encountered in attempting to understand the lives of others?

- *Core Concepts*, pp. 184-188

B13 – November 5: Atlantic Crossings: How can understanding the Atlantic slave trade help us understand what it means to be part of a diaspora community?

- *Core Concepts*, pp. 147-156
- Judith A. Carney and Richard Nicholas Rosomoff (2009) *African Food and the Atlantic Crossing*

Recommended:

- David Eltis (2007) *A Brief Overview of the Trans-Atlantic Slave Trade*
- Brempong Osei-Tutu (2014) *Cape Coast Castle and the Rituals of Memory*

B14 – November 7: Religion, Diaspora, and Power: What is the relation between Candomblé, its African origins, and a sense of Brazilian (Afro-Brazilian) identity?

- *Core Concepts*: Chapter 4

- Inger Sjorslev (2013) Boredom, Rhythm, and the Temporality of Ritual: Recurring Fieldwork in the Brazilian Candomblé

Recommended:

- Stephen Selka (2007) Mediated Authenticity: Tradition, Modernity, and Postmodernity in Brazilian Candomblé
- Heather Shirey (2012) Candomblé Beads and Identity in Salvador de Bahia, Brazil
- Heather Shirey (2009) Transforming the Orixás: Candomblé in Sacred and Secular Spaces in Salvador De Bahia, Brazil

Film: *Odo Ya! Life with AIDS* (Tania Cypriano, 1997. 58 minutes)

B15 – November 9: Poverty, Violence, and Social/Political Recognition: How are people and groups addressing inequality, poverty, structural and actual violence in Brazil today?

- Theresa L. Miller (2017) Deforestation, Illegal Logging, and Violence in Brazil

By group:

- Kristen Drybread (2013) Social Life and the Deaths of Brazilian Street Children
- Elizabeth Farfán-Santos (2015) 'Fradulent' Identities: The Politics of Defining Quilombo Descendants in Brazil

Recommended:

- Elizabeth Farfán-Santos (2013) Black Lives: 'We are Quilombolas'

Film: *The Kayapo: Out of the Forest* (Terry Turner, 2008. 51 minutes)

Salvador, Brazil – November 10-15

B16 – November 17: Social Categorization of Bodies I: How does anthropology approach the study of sex, gender, and sexuality?

- *Core Concepts*, pp. 73-83
- Emily Martin (1991) The Egg and the Sperm

B17 – November 19: Social Categorization of Bodies II: How do mainstream understandings of gender/sex/sexuality affect lived experiences, cross-culturally? How are these experiences inflected by race, class, ethnicity, nationality?

- *Core Concepts*, pp. 83-86

By group:

- Erynn Masi de Casanova (2013) Embodied Inequality: The Experience of Domestic Work in Ecuador, esp. 565-580
- Susan Frolich (2013) Intimate Tourism Markets: Money, Gender, and the Complexity of Erotic Exchange in a Costa Rican Caribbean Town
- Kate Swanson (2007) 'Bad Mothers' and 'Delinquent Children': Unravelling Anti-Begging Rhetoric in the Ecuadorian Andes

V. CULTURE, NATURE, HEALTH, AND THE ENVIRONMENT: LOCAL/GLOBAL CONNECTIONS

B18 – November 22: Anthropology, Climate, and Environment: How does anthropology help us address the impacts of climate change, locally and globally?

- Angela Burnett, *The Irma Diaries* (2018): Welcome to Irmageddon; The Set Up; Turbulence
- Sera L. Young and Joshua D. Miller (2018) If 'Water Is Life,' Shouldn't We Know How to Measure It?
- David McDermott Hughes (2013) Climate Change and the Victim Slot: From Oil to Innocence (Trinidad and Tobago), pp. 571-576

Recommended:

- Paolo Bocci (2017) Tangles of Care: Killing Goats to Save Tortoises on the Galápagos Islands

Port of Spain, Trinidad and Tobago – November 24

B19 – November 25: Applied Medical Anthropology: The Work of Paul Farmer. How does anthropology address health and poverty in today's world? What concepts are being developed to aid in understanding, practice, and policy?

- *Core Concepts*, pp. 163-171
- From: Paul Farmer, *Infections and Inequalities: The Modern Plagues* (1999): Culture, Poverty, and HIV Transmission in Rural Haiti

B20 – November 27: Cultural commodification: What is cultural commodification? How does

anthropology help us understand its uses and abuses?

- Veronica M. Davidov (2010) Shamans and Shams: The Discursive Effects of Ethnotourism in Ecuador, esp. pp.395-405

Film in class: *Cashing in on Culture: Indigenous Communities and Tourism* (Regina Harrison 2002. 29 minutes)

*****Last Date to turn in Focused Ethnographic Interpretation

B21 – November 30: Performing *Indigenismo*: How are performances of ethnic and cultural identity used to make political and social statements and claims?

By group:

- Kimbra Smith (2016) *Like the Chameleon Who Takes on the Colors of the Hills: Indigeneity as Patrimony and Performance in Coastal Ecuador*
- Sergio Miguel Huarcaya (2015) Performativity, Performance, and Indigenous Activism in Ecuador and the Andes

Film: *Weaving the Future* (Mark Freeman, 1997. 24 minutes)

Guayaquil, Ecuador – December 2-7

B22 – December 8: Commodification of Nature: How does a desire for a particular kind of nature and “natural beauty” play out in Costa Rica? What are some of the consequences?

- George Duffield, et al (2012) An Underwater Serengeti

By group:

- Lynn R. Horton (2009) *Buying Up Nature: Economic and Social Impacts of Costa Rica's Ecotourism Boom*
- Luis A. Vivanco (2001) *Spectacular Quetzals, Ecotourism and Environmental Futures in Monte Verde, Costa Rica*

Film: *The Goose with the Golden Eggs: Tourism on Costa Rica's Pacific Coast* (Peter Jordan, 2013. 69 minutes)

B23 – December 10: Costa Rican Tourism and Its Impacts

By group:

- Susan Frohlick (2013) *Intimate Tourism Markets: Money, Gender and the Complexity of Erotic Exchange in a Costa Rican Caribbean Town*
- Darcie Vandegrift (2008) 'This Isn't Paradise—I Work Here': Global Restructuring, the Tourism Industry, and Women Workers in Caribbean Costa Rica
- Barney Warf (2010) *Do You Know the Way to San José? Medical Tourism in Costa Rica*

Puntarenas, Costa Rica – December 11-15

B24 – December 17: Sum up and Review

B25 – December 19: Exam Day

Arrive 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 & Assignment

The field class for this course is on **September 16th in Gdansk Poland.**

Symbols of Identity: Poland's Folk, Food, and Post-Jewish Cultures

Symbols are key factors in peoples' unique sense of themselves as members of a cultural group, of their history, and of their sense of place. This field class provides students the opportunity to explore the power of symbols, through a food tour and a scavenger hunt in Gdansk's Old Town. In a 4-5 hour food tour, students will sample foods representative of Poland's different cultural traditions; the tour will also introduce students to Polish history, through visits to key historical sites. The food tour will be followed by a symbol scavenger hunt along Ul Długa (Długa Street), the main pedestrian street in Old Town. Working in small groups, students will make ethnographic observations of symbols such as buildings,

souvenirs, displays, brochures, that may inform people's sense of identity, history, and cultural affiliation. Detailed descriptions and recordings of observations made throughout the day, together with course readings and discussion, will be the basis for an ethnographic analysis of the role of symbols (including the symbolic associations between food and identity) in contemporary Poland.

Objectives:

1. Learn about the varied cultural histories that make up the modern Polish State
2. Gain an appreciation for the role of ethnic identity markers such as food in establishing a sense of belonging to communities within the larger national community
3. Practice the methodology of reading symbols of identity and doing symbolic analysis
4. Begin to understand the multi-layered aspects of cultural citizenship

Prompt for paper: Using your observations and field notes, and drawing upon required and recommended readings, as appropriate, write an ethnographic description focused on the role of symbols in contemporary Poland. You may wish to use the template for ethnographic interpretations to organize your thoughts.

Independent Field Assignments

This voyage provides students the opportunity to observe a wide range of cultural practices in a variety of world regions. In each country we visit, students will be attentive to the cultural practices, sensibilities, values, and ways of being in the world of the various people living there, and will record their observations, reflections, experiences, and questions in their individual field notebook (in the manner we will learn at the start of the semester). These recordings will be the basis for **three focused ethnographic interpretations**, which will be due throughout the semester. For guidance in doing your ethnographic interpretations, I will provide an example, and a template as handouts in class.

METHODS OF EVALUATION

Attendance, participation, and class behavior. 10%

Attendance is required for SAS courses. Although you must obviously be present to participate, your participation grade is not based solely on attendance. It includes enthusiastic, engaged participation in class activities and discussion, which itself requires that you come to class having read assigned readings. It also entails respectful and engaged listening to what your classmates have to say. Your participation grade will drop in cases of poor behavior. This includes fiddling with electronic devices, sleeping, arriving late or leaving early without giving prior notice or explanation, lackadaisical or unengaged completion of activities, or failure to fulfill obligations to your peers on group assignments.

Midterm exam 20%

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

Final exam 30%

Covers all assigned readings, films, class discussions, 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%

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. During the field class, students will record observations, reflections and questions in their field notebook. Questions should be raised during our visit, and may be posed to the professor, local experts or tour guides. After the field class, students will write a 4-6 page ethnographic analysis that incorporates your observations and experiences and that engages relevant course readings.

Focused Ethnographic Interpretation 20%

Students will complete **1 focused ethnographic interpretation** during the semester (4 pages minimum). This may be an interpretation of an event, an interaction, a ritual, a mode of behavior, dress, or adornment, a bit of material culture or expressive culture, to name a few. The interpretation will include description and analysis, and will engage course readings and discussions. A rubric for the ethnographic interpretation will be provided, but students may make use of a variety of different representational modes. These modes may include video or photographs. Photographs of individuals should be taken only with their permission. In taking photos and videos you must comply with the Semester at Sea policy on taking photographs. For guidelines on what to consider when using photography in ethnographic analysis, and for writing ethnographic analyses in general, see Core Concepts, pp. 193-196. The Focused Ethnographic Interpretation may be turned in at any time during the semester, but the LAST DAY for turning it in is B20: November 27.

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 students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

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

AUTHOR: Robert H. Lavenda
TITLE: *Core Concepts in Anthropology*
PUBLISHER: Oxford University Press
ISBN #:978-0-19-045972-7
DATE/EDITION: 2017 Sixth Edition

AUTHOR: Elizabeth Fernea
TITLE: *Guests of the Sheik*
PUBLISHER: Anchor

ISBN #: 978 0385014854
DATE/EDITION: 1995 Reissue Edition

AUTHOR: Sherine Hafez, Susan Slyomovics
TITLE: Anthropology of the Middle East and North Africa
PUBLISHER: Indiana University Press
ISBN #:
DATE/EDITION: 2013

AUTHOR: Ignacy Sachs, et al.
TITLE: Brazil: A Century of Change
PUBLISHER: University of North Carolina Press
ISBN #:
DATE/EDITION: 2009

AUTHOR: David Crawford and Rachel Newcomb
TITLE: Encountering Morocco: Fieldwork and Cultural Understanding
PUBLISHER: Indiana University Press
ISBN #:
DATE/EDITION: 2013

AUTHOR: Paul Rabinow
TITLE: Reflections on Fieldwork in Morocco
PUBLISHER: University of California Press
ISBN #:
DATE/EDITION: 2007 Thirtieth Anniversary Edition

AUTHOR: Ruth Landes
TITLE: The City of Women
PUBLISHER: University of New Mexico Press
ISBN #:
DATE/EDITION: 1994

AUTHOR: Robert M. Emerson, et al
TITLE: Writing Ethnographic Field notes
PUBLISHER: University of Chicago Press
ISBN #:
DATE/EDITION: 2011

AUTHOR: Luis Nicolau Pares
TITLE: The Formation of Candomblé: Vodun History and Ritual in Brazil
PUBLISHER: University of North Carolina Press
ISBN #:
DATE/EDITION: 2013

FILM REQUEST

These are films presently in the SAS/CSU library, which I will want to use for this course:

Title of Film: Dreaming in Morocco
Distributor: Caf1Aziza, Inc.

Title of Film: Elmina Castle and the Slave Trade
Distributor: ?

Title of Film: Saints and Spirits
Distributor FirstRun/Icarus

Title of Film: The Goose with the Golden Eggs: Tourism on Costa Rica's Pacific Coast
Distributor: Center for Responsible Travel

Title of Film: Weaving the Future
Distributor: Fine Line Productions/Documentary Educational Resources

Title of Film: Cashing in on Culture: Indigenous Communities and Tourism
Distributor: Berkeley Media

Title of Film: Black Atlantic: On the Orixás Route
Distributor: Filmmakers Library

Title of Film: Odo Ya! Life with Aids
Distributor: Filmmakers Library

Title of Film: The Kayapo: Out of the Forest
Distributor: Granada Television/The Royal Anthropological Insitutute

The following are DVDs that I will be bringing with me:

Title of Film: Image Before My Eyes
Distributor: New Video

Title of Film: Mirjana: One Girl's Journey
Distributor: Filmmakers Library

ELECTRONIC COURSE MATERIALS

AUTHOR: Jaro Stacul
ARTICLE TITLE: The Production of Local Culture in Post-socialist Poland
JOURNAL TITLE: Anthropological Journal of Eiropean Cultures
VOLUME: 23 (1): 21-39
DATE: 2014

AUTHOR: Alexander Tolle

ARTICLE TITLE: City Profile: Gdansk

JOURNAL TITLE: Cities

VOLUME: 25, pp. 107-119

DATE: 2008

AUTHOR: Karim Bejjit

ARTICLE TITLE: Female Spaces, Cross-Cultural Encounters, Elizabeth Fernea and the Moroccan Experience

JOURNAL TITLE: The Journal of North African Studies

VOLUME: 17(3): 491-501

DATE: 2012

AUTHOR: Heather Shirey

ARTICLE TITLE: Transforming the Orixás: Candomblé in Sacred and Secular Spaces in Salvador Da Bahia, Brazil

JOURNAL TITLE: African Arts

VOLUME: 42 (4): 62-79

DATE: Winter 2009

AUTHOR: Inger Sjorsley

ARTICLE TITLE: Boredom, Rhythm, and the Temporality of Ritual: Recurring Fieldwork in the Brazilian Candomblé

JOURNAL TITLE: Social Analysis: The International Journal of Social and Cultural Practice

VOLUME: 57(1): 95-109

DATE: 2013

AUTHOR: Kate Swanson

ARTICLE TITLE: 'Bad Mothers' and 'Delinquent Children': Unravelling Anti-Begging Rhetoric in the Ecuadorian Andes

JOURNAL TITLE: Gender, Place and Culture

VOLUME: 14(6): 703-720

DATE: 2007

AUTHOR: George Duffield, Nonie Silver, Todd Steiner and Dave Sherwood

ARTICLE TITLE: An Underwater Serengeti

JOURNAL TITLE: Earth Island Journal

VOLUME: 7(1): 26-30

DATE: 2012

AUTHOR: Susan Frohlick

ARTICLE TITLE: Intimate Tourism Markets: Money, Gender and the Complexity of Erotic Exchange in a Costa Rican Caribbean Town

JOURNAL TITLE: Anthropological Quarterly

VOLUME: 86(1): 133-162

DATE: Winter 2013

AUTHOR: Darcie Vabdegrift

ARTICLE TITLE: 'This Isn't Paradise – I Work Here': Global Restructuring, the Tourism Industry, and Women Workers in Caribbean Costa Rica
JOURNAL TITLE: Gender and Society
VOLUME: 22(6): 778-798
DATE: December 2008

AUTHOR: Barney Warf
ARTICLE TITLE: Do You Know the Way to San Jose? Medical Tourism in Costa Rica
JOURNAL TITLE: Journal of Latin American Geography
VOLUME: 9(1): 51-66
DATE: 2010

AUTHOR: Elizabeth Farfán-Santos
CHAPTER TITLE: Chapter Three: Black Lives: "We Are Quilomboas!"
BOOK TITLE: Black Bodies, Black Rights: The Politics of Quilombolismo in Contemporary Brazil
DATE: 2016, University of Texas Press
PAGES: 79-111, 174

AUTHOR: Eve Jochowitz
CHAPTER TITLE: Flavors of Memory: Jewish Food as Culinary Tourism in Poland
BOOK TITLE: Culinary Tourism (Lucy M. Long, ed.)
DATE: 2004, U Press of Kentucky
PAGES: 97-113

AUTHOR: Judith A. Carney and Richard Nicholas Rosomoff
CHAPTER TITLE: Chapter Four: African Food and the Atlantic Crossing
BOOK TITLE: Africa's Botanical Legacy in the Atlantic World
DATE: 2009, University of California Press
PAGES: 65-79

AUTHOR: Brempong Osei-Tutu
CHAPTER TITLE: Cape Coast Castle and Rituals of Memory
BOOK TITLE: Materialities of Ritual in the Black Atlantic (Akinwumi Ogundiran, Paula Saunders, eds.)
DATE: 2014, Indiana University Press
PAGES: 317-337

AUTHOR: Theresa L. Miller
ARTICLE TITLE: Deforestation, Illegal Logging, and Violence in Brazil
JOURNAL TITLE: Anthropology News
VOLUME: 58 Issue 4
DATE: July/August 2017
PAGES: 5

AUTHOR: Sera L. Young and Joshua D. Miller
ARTICLE TITLE: If 'Water Is Life,' Shouldn't We Know How to Measure It?

JOURNAL TITLE: Anthropology News
VOLUME: 59 Issue 2
DATE: March/April 2018
PAGES:16-18

AUTHOR: Dewitt Clinton
ARTICLE Finding Nebuchadnezzar in Poland
JOURNAL: Cultural Studies
VOLUME: 12(3)
DATE: 2012
PAGES: 192-196

AUTHOR: Erika T. Lehrer
CHAPTER TITLE: Traveling Tschotschkes and 'Post-Jewish' Culture
BOOK TITLE: Jewish Poland Revisited : Heritage Tourism in Unquiet Places
DATE: 2013, Indiana University Press
PAGES: 159-175

AUTHOR: Michal Murawski
ARTICLE TITLE: Inappropriate Object: Warsaw and the Stalin-era Palace of Culture after the Smolensk Disaster
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ADDITIONAL RESOURCES

None