SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2020
Discipline: Anthropology
Course Number and Title: ANTH 100 Introductory Cultural Anthropology
Division: Lower
Faculty Name: Stephen Christopher Johnson
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION

This course surveys major themes in cultural anthropology, which seeks to theorize culture and its centrality in globalization, religion, meaning, ethnicity, wellbeing, discourses, and diasporas. How does anthropology theorize diverse human experiences and our embeddedness within cultural systems? How can issues in anthropological methods deepen our own personal awareness as we voyage around the world? To address these questions, we will occasionally dip into Barbara Miller’s textbook *Cultural Anthropology in a Globalizing World* (2017, fourth edition) for introductory concepts. Most of the readings will follow our various port stops and provide deeper ethnographic context. We will read three primary ethnographies. First, about the insecurity of modern life in Japan – social isolation, natural disaster, consumer fetishism, and demographic crises. Second, about ghost hauntings in Vietnam due to the legacy of the American war (the subject of our in-country field class). Third, about gender transformations in a Ghanaian charismatic church. Among other topics, we will consider changing attitudes about sexuality and marriage in China, exotic discourses ‘imprisoning’ Tibetan refugees, Hinduism and ritual healing in India, and women and diaspora in South Africa. We will follow the Indian diaspora in both South Africa and Mauritius. In addition, some of the core issues in anthropology will addressed – subjectivity, ethnography, and ethnographic methods. The course will continuously circle back to an anthropological understanding of both our port stops and our personal lives as we strive to cultivate cosmopolitan dispositions. The course will include an in-country field class, in which students will be directly observe cultural practices and connect their ethnographic experience with course materials.

LEARNING OBJECTIVES

- Develop a critical understanding of cultural variation
- Establish a theory toolkit for understanding subjectivity and ethnographic methodology
- Reflect on the taken-for-granted nature of our own cultural practices
• Connect ethnographic material to experiences in port stops

REQUIRED BOOKS

AUTHOR: Anne Allison
TITLE: Precarious Japan
PUBLISHER: Duke University Press
DATE/EDITION: 2013

AUTHOR: Mai Lan Gustafsson
TITLE: War and Shadows: The Haunting of Vietnam
PUBLISHER: Cornell University Press
DATE/EDITION: 2009

AUTHOR: Jane E. Soothill
TITLE: Gender, Social Change and Spirituality: Charismatic Christianity in Ghana
PUBLISHER: Brill
DATE/EDITION: 2007

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

A1—January 7: Introduction: What is Anthropology?

A2—January 9: Introduction: What are Ethnographic Methods?
Emerson, Robert. Writing Ethnographic Fieldnotes. 1-20.

A3—January 11: Introduction: Self-reflexivity

Honolulu, Hawaii, USA — January 12

A4—January 14: Precarious Japan: Introduction
Allison, Anne. Precarious Japan. 1-42.

International Date Line Crossing — January 16 (Lost Day)
A5—January 17: Precarious Japan: Changing Youth

**Study Day — January 19 (No Class)**

A6—January 20: Precarious Japan: Changing Homes

A7—January 22: Precarious Japan: Changing Biopolitics

Kobe, Japan — January 24-28

A8—January 29: China: Changing Marriage and Sexualities

Shanghai, China — January 31 – February 5

A9—February 6: Vietnam: Spirit Hauntings, Part I
Gustafsson, Mai Lan. *War and Shadows*. 1-34.

A10—February 8: Vietnam: Spirit Hauntings, Part II

Ho Chi Minh City — February 10-15

HCMC, Vietnam — February 10 – Field Class on Mental Health, Spirit Haunting and War

A11—February 16: Vietnam: Spirit Hauntings, Part III
Gustafsson, Mai Lan. *War and Shadows*. 73-106; 123-137.

Community Programming — February 17 (No Class)

Port Klang, Malaysia — February 19-24

A12—February 25: India: Introduction to Hindu Deities
Film: Sita Sings the Blues

Paper #1 Due

A13—February 27: India: Tibetan Refugees: Discourses and Symbolic Prisons
Shakya, Tsering. “Who are the Prisoners?” 183-189.
Cochin, India — February 29 – March 5

A14—March 6: India: Witchcraft, Sorcery and Magic

Community Programming — March 8 (No Class)

A15—March 9: Mauritius: Indian Diasporic Belonging

A16—March 12: Himalayas: Health and Healing

A17—March 14: India: Ethnoreligious Communalism
Film: The Name of Ram (*Ram ke Naam*)

Study Day — March 15 (No Class)

A18—March 17: South Africa: Women, Food, and the Indian Diaspora

Cape Town, South Africa — March 18-23

A19—March 25: Anthropologists as Cosmopolitan?
Paper #2 Due

A20—March 27: Ghana: GSS: Religion and Gender in Africa

A21—March 29: Ghana: GSS: Defining Womanhood

Takoradi, Ghana — March 30- April 1
Tema, Ghana — April 2-3
A22—April 5: Ghana: GSS: Big Women, Small Girls

A23—April 7: Ghana: GSS: Men, Marriage and Modernity

A24—April 9: Ghana: GSS: Christianity, Gender, and Cultural Authenticity

Review for Final

Casablanca, Morocco — April 11-14

Study Day — April 15 (No Class)

A25—April 16: Final Exam

Arrive Amsterdam, The Netherlands — April 20

FIELDWORK

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
[Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2020 Courses and Field Class page when available.]

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 February 10th in Ho Chi Minh City, Vietnam.

Proposal Title #1: War, Mental Health and Spirituality in HCMC
Country: Vietnam
Idea: Visit the War Remnants Museum to deepen our knowledge of how the American war shaped Vietnamese culture and religion. Get a personalized tour focused on the effects of
the war on mental health and spiritual practice. After, we will go to the HCMC Mental Health Hospital (Bệnh Viện Tâm Thần TP. HCM), which is experiencing a %15 annual increase in patients and facing financial and logistical shortcomings. We will speak with a doctor there about a range of mental health problems in HCMC, from spirit possession to increasing rates of depressingly and anxiety.

Objectives: The primary objective is to consider the role of culture, colonization, war, and spirituality in shaping mental health. By visiting the War Remnants Museum and the primary mental health hospital in HCMC, we will broaden our theoretical knowledge of the subject – drawn from Mai Lan Gustafsson’s book *War and Shadows* – with firsthand accounts and ethnographic observation. Students will understand the interrelatedness of mental health and cultural/spiritual systems in Vietnam. Students will gain a how ghost hauntings impact wellbeing and a range of other mental health issues facing the Vietnamese. Students will apply anthropological theories about saving face, social stigma, culture-specific syndromes, and the interplay of traditional and modern medicine.

Proposal Title #2: Hinduism and Spiritual Health in Kochi
Country: India
Idea: Visit the Chottanikkara Hindu Goddess Temple in Kochi. The presiding goddess is worshipped in three forms throughout the day. The temple is famous for curing mental illness associated with spirit possession. We will speak with a temple priest about the process of spirit exorcism and maybe observe exorcisms while there. After that, we will shift to the nearby Vaikom Sree Mahadeva Temple, part of the trinity of Shiva temples in Kochi associated with good fortune. Our guide will be Professor X from Bharata Mata College, who will explain spirit Hindu practices and spirit possession and act as translator.

Objectives: The primary objective is to ethnographically experience faith healing and the intersection of mental health and Hindu spirituality. We will focus on Hinduism as a lived, everyday practice. We will compare the art and architecture of the two temples and place our observations in conversation with the course materials on spirit possession and everyday Hinduism.

Evaluation: Students will write a 4-page paper incorporating their observations and relating them to course readings and discussions.

**Independent Field Assignments**

Students will write two (2) analytic papers of (4) pages each over the course of the semester linking the course material to observations and experiences in port countries. Each paper should be properly referenced, 12-inch font, Times New Roman, double spaced, 1-inch margins. Each paper must address a different theme and port – and cannot overlap with our Field Class. Each paper must address a different theme and different port, not including the port where the Field Class takes place.

Subjects include (but are not necessarily limited to):

Ethnographic Methods
METHODS OF EVALUATION

Attendance and Participation: 10%
Field class paper: 20%
2 papers: 20% each = 40%: A12—February 25; A19—March 25
A written, comprehensive final exam: 30% A25—April 16

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:

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<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tr>
<td>97-100%:</td>
<td>87-89%:</td>
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<td>Less than 60%:</td>
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<td>A+</td>
<td>B+</td>
<td>C+</td>
<td>F</td>
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<td>93-96%:</td>
<td>83-86%:</td>
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<td>90-92%:</td>
<td>80-82%:</td>
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<td>A-</td>
<td>B-</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 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

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DATE/EDITION: 2007

AUTHOR: Barbara Miller
FILMS
None

ELECTRONIC COURSE MATERIALS
None

ADDITIONAL RESOURCES
None