SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2020
Discipline: Anthropology
Course Number and Title: ANTH 329 Cultural Change
Division: Upper
Faculty Name: Stephen Christopher Johnson
Semester Credit Hours: 3

Prerequisites: One (1) introductory anthropology or cultures course

COURSE DESCRIPTION

This course analyzes anthropological approaches to the issue of cultural change. Globalization and transnational flows have reached into the most intimate spaces of local cultural life, forcing anthropology to rethink the culture concept. This course is intended as an invitation to critically think about cultural dynamics at play in each port stop. In Unit One, we consider the precarity of modern life in Japan – social isolation, natural disaster, consumer fetishism, and shrinking demographics. In Unit Two, we analyze shifting attitudes about sexuality in China, Vietnam, India and Japan, including LGBT rights, gender performance, and sexual health. In Unit Three, we go deep into a single ethnography of a Himalayan tribe and how the state and global discourses are shaping ethnic belonging. Similarly, in Unit Four we dive into the complications of gender transformation in a Ghanaian charismatic church. We will build up a theory toolkit that allows us to understand the push-pull of cultural homogenization and differentiation, the logic of cultural flows, moments of unprecedented culture contact, and spiritual modernity. We will also think about ourselves and our journey alongside theories of cosmopolitanism. The course will include an in-country field class, in which students will directly observe cultural transformations and connect their ethnographic experience with course materials.

LEARNING OBJECTIVES

- Develop a critical understanding of cultural change and globalization
- Establish a theory toolkit for understanding cultural homogenization and differentiation
- Reflect on our own cultural embeddedness
- Consider methodological issues pertaining to scale and generalizability
- Connect theoretical/ethnographic material to experiences in port stops

REQUIRED TEXTBOOKS
TOPICAL OUTLINE OF COURSE

INTRODUCTION: Theory Toolkit

Depart Ensenada, Mexico — January 5

A1—January 7: Introduction: Theories of Globalization

A2—January 9: Introduction: Time-Space Compression

A3—January 11: Introduction: Culture Contact: Cook in Hawaii

Honolulu, Hawaii, USA — January 12

UNIT 1: Globalizing Precarity

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
Allison, Anne. Precarious Japan. 43-76.
Zielenziger, Michael. Shutting Out The Sun: How Japan Created Its Own Lost Generation. 146-60.

Study Day — January 19 (No Class)

A6—January 20: Precarious Japan: Changing Homes
Allison, Anne. Precarious Japan. 77-121.

A7—January 22: Precarious Japan: Changing Biopolitics

Kobe, Japan — January 24-28

UNIT 2: Globalizing Sexuality

A8—January 29: Japan: Changing Affect
Burdelski, Matthew. “‘She thinks you’re kawaii’: Socializing affect, gender, and relationships in a Japanese preschool.” 65-88.

Shanghai, China — January 31 – February 5

A9—February 6: China: Normal Life, Lesbian Spaces
Kam, Lucetta Yip Lo. Routledge Handbook of Sexuality Studies in East Asia. 77-86.

A10—February 8: Vietnam: Love, Sexual Health, Masculinities

Ho Chi Minh City — February 10-15

A11—February 16: Vietnam: Changing Sexual Rights Regimes

Community Programming — February 17 (No Class)

Port Klang, Malaysia — February 19-24

A12—February 25: Vietnam: Emergence of the Global Middle Class

Paper #1 Due

UNIT 3: Globalizing Ethnicity

A13—February 27: India: State Ethnology and Ethnic Belonging
Middleton, Townsend. The Demands of Recognition: State Anthropology and Ethnopolitics in Darjeeling. 1-54.

Cochin, India — February 29 – March 5

A14—March 6: India: State Ethnology and Ethnic Belonging
Middleton, Townsend. The Demands of Recognition: State Anthropology and Ethnopolitics in Darjeeling. 55-106.

Community Programming — March 8 (No Class)

A15—March 9: India: State Ethnology and Ethnic Belonging

Port Louis, Mauritius — March 11

A16—March 12: India: State Ethnology and Ethnic Belonging
Middleton, Townsend. The Demands of Recognition: State Anthropology and Ethnopolitics in Darjeeling. 141-186.

A17—March 14: India: State Ethnology and Ethnic Belonging

Study Day — March 15 (No Class)

UNIT 4: Religious Change

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

Cape Town, South Africa — March 18-23

A19—March 25: Global Subjectivities: Cosmopolitanism
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

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

[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.

Proposal Title #1: Changing Gender Roles in HCMC
Country: Vietnam

Idea: All societies have some gendered division of labor, but the specific of that division vary across time and space. Under conditions of cultural change, these divisions of labor can be upheld, challenged, or renegotiated. In this field class, students will visit two sites where women work in Ho Chi Minh City – the Bến Thành market, and the NGO Mekong Plus which supports local development in the Mekong Delta and which runs the social enterprise Mekong Quilts focused on bringing work opportunities and access to markets to women from rural villages. Students will observe and have the opportunity to discuss these two sites as different kinds of gendered work.

Objectives: Students will observe and interact with Vietnamese women in Bến Thành market and as part of Mekong Plus. We will consider the gendered organization of Bến Thành market and if possible, the production of quilts at Mekong Plus. Students will hear about challenges and opportunities for women in contemporary Vietnam in both urban and rural contexts. These observations will deepen our understanding of the course materials about changing Vietnamese sexuality, family, love, class, marriage, and sexual health.

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 (5) 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, 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):

World-system theory
Time-space compression
Cosmopolitanism
Culture Contact
Diaspora and migration
Globalization
Ethno-contemporary
Neoliberalism and Markets
Sex and Gender
Psychosocial health
Precarity
Post-colonialism

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:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
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<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
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</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 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: Anne Allison
TITLE: Precarious Japan
PUBLISHER: Duke University Press
DATE/EDITION: 2013

AUTHOR: Townsend Middleton
TITLE: The Demands of Recognition: State Anthropology and Ethnopolitics in Darjeeling
PUBLISHER: Stanford University Press
DATE/EDITION: 2015

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

FILMS
None

ELECTRONIC COURSE MATERIALS
None

ADDITIONAL RESOURCES
None