COURSE DESCRIPTION

Anthropology is the study of humankind. This course will introduce students to the four subfields of anthropology: archaeology; cultural; physical/biological; and linguistics. Materials will emphasize the holistic nature of the field. Students will learn about the various theoretical and methodological approaches for studying living people and their social, cultural and natural environments. Through the lens of cultural anthropology students will gain insight into the belief systems, behaviors, social norms, attitudes and perceptions of cultures different from their own. Students will learn how to pay close attention to the symbols, actions and rituals employed by a specific culture in order to create a web of meaning for its members. By providing students with the tools for better understanding the lives of others, they will also have a way in which they can explore their own culture and their place within it.

LEARNING OBJECTIVES

Over the semester students will come to:

1. Learn about the history of the field
2. Better comprehend a range of anthropological methods and techniques
3. Develop critical thinking, observation, writing and research skills
4. Realize global human problems are complex and often defy simple solutions
5. Understand the environment, food, population, aggression, violence, racism, substance abuse, international tensions and many other challenges are faced by all cultures in differing degrees at different times throughout history.
6. Recognize ethnocentric tendencies in themselves and others; be able to set these prejudices aside in order to pursue a better understanding of humanity with the goal of becoming a respectful, well-informed citizen of the world.
REQUIRED TEXTBOOKS

AUTHOR: Kottak, Conrad Phillip  
TITLE: Cultural Anthropology: Appreciating Cultural Diversity  
PUBLISHER: McGraw Hill  
ISBN #: 978-1-259-81844-8  
DATE/EDITION: 2017/19th Edition

AUTHOR: Mintz, Sidney W.  
TITLE: Sweetness and Power: The Place of Sugar in Modern History  
PUBLISHER: Penguin Group  
ISBN #: 978-014009332  
DATE/EDITION: 1986

AUTHOR: Davidson, Joanna  
TITLE: Sacred Rice: An Ethnography of Identity, Environment and Development in Rural West Africa  
PUBLISHER: Oxford University Press  
ISBN #: 978-0199358687  
DATE/EDITION: 2016

FILMS

1. The Gods Must Be Crazy  
2. Journey to Nyae Nyae  
3. Bitter Seeds  
4. Paris is Burning  
5. Kumu Hina  
6. Ho`okele Wa`a: Turning the Canoe – Navigating a Sustainable Future for Maui and the World

TOPICAL OUTLINE OF COURSE

It is important that you keep up with the assigned readings and be sure to watch the ethnographic films as they will serve as fodder for lively in-class discussions and online quizzes.

DEPART HAMBURG, GERMANY — SEPTEMBER 9

A1—September 11: What is Anthropology?  
Readings:  
- Kottak, Cultural Anthropology: Appreciating Cultural Diversity, Introduction pages 1-17  
- Davidson, Sacred Rice: An Ethnography of Identity, Environment and Development in Rural West Africa, Introduction pages 1-17
A2—September 13: What is Culture?
Readings:
  • Kottak, pages 18-31
  • Davidson, Chapter 1: A Rice Complex, pages 18-47
PRACTICE QUIZ 1

BARCELONA, SPAIN — SEPTEMBER 15-16
VALENCIA, SPAIN — SEPTEMBER 17-18

A3—September 19: Method and Theory in Cultural Anthropology: Understanding ourselves
READINGS:
  • Kottak, pages 36-59
  • Davidson, Chapter 2: Ampa Badji and Nho Keboral, pages 48-84
FILM: The Gods Must be Crazy, 1980 (On Loop)
PRACTICE QUIZ 2

A4—September 21: Appreciating Diversity
READINGS:
  • Davidson, Chapter 3: “We Work Hard”, pages 85-100
  • Boas, Franz: Some Traits of Primitive Culture, pages 243-254
  • Hsu, Francis L. K.: Rethinking the Concept “Primitive,” pages 169-178
  • Adams, Richard: Ethnocentrism and Ingroup Consciousness, pages 598-600

Study Day — September 23: No Class

A5—September 24: Applying Anthropology
READINGS:
  • Kottak, pages 61-77
  • Davidson Chapter 4: Cultivating Knowledge, pages 101-134
PRACTICE QUIZ 3

A6—September 26: Applied Anthropology in Ghana: Two case studies
READINGS:
  • Van der Geest, Sjaak: Confidentiality and Pseudonyms: A Fieldwork Dilemma from Ghana, pages 14-18
  • Patch, Kate M. and Andrea M. Allen: Participant Observation and Community Engagement: An Anthropological Approach to Promote and Assess Transformative Learning with NGO Internships in Ghana, pages 32-35
  • Davidson, Chapter 5: Of Rice and Men pages 135-154
MINI ETHNOGRAPHY PROPOSAL DUE

TEMA, GHANA — SEPTEMBER 27-28
TAKORADI, GHANA — SEPTEMBER 29-30

Community Programming — October 2: No Class
A7—October 3: Languages and Communication

READINGS:
- Kottak, pages 80-100
- Davidson, Chapter 6: Transgressive Segregation Revisited, pages 155-175

PRACTICE QUIZ 4

A8—October 5: Colonialism

READINGS:
- Davidson, Chapter 7: Jopai and the Limits of Legibility, pages 176-189
- Davidson, Chapter 8: Conclusions: Structural Uncertainty, page 190
- Horvath, Ronald J.: A Definition of Colonialism, pages 45-57

CAPE TOWN, SOUTH AFRICA — OCTOBER 7-12

A9—October 13: Ethnicity and Race

READINGS:
- Kottak, pages 102-128

FILM: Journey to Nyae Nyae (In class)

PRACTICE QUIZ 5

A10—October 15: Race as a Social Construct

READINGS:
- Volkman, Toby Alice: Review of The Gods Must Be Crazy by Jamie Uys, pages 482-484
- Benedict, Burton: Stratification in Plural Societies, pages 1235-1246
- Mintz, Sweetness and Power: The Place of Sugar in Modern History, Introduction and Chapter 1: Food, Sociality, and Sugar, pages xiii-18

Study Day —October 16: No Class

A11—October 18: Making a Living

READINGS:
- Kottak, pages 130-151
- Mintz, Chapter 2: Production, pages 19-73

FILM: Bitter Seeds (On Loop)

PORT LOUIS, MAURITIUS — OCTOBER 19

Study Day —October 21: No Class

A12—October 22: In Class Review for MIDTERM EXAM

READINGS:
- Stone, Glen Davis: The Anthropology of Genetically Modified Crops, pages 381-400
- Kloor, Keith: The GMO-Suicide Myth, pages 65-78

A13—October 24: MIDTERM EXAM
COCHIN, INDIA — OCTOBER 25-30

Reflection & Study — October 31: Global Studies Reflection

A14—November 2: Political Systems
READINGS:
- Kottak, pages 152-174
- Mintz, Chapter 3: *Consumption*, pages 74-150

YANGON, MYANMAR — NOVEMBER 4-8

A15—November 9: Sex and Gender
READINGS:
- Kottak, pages 175-197
- Mintz, Chapter 4: *Power*, pages 151-186
FILM: *Paris is Burning*, 1990 (On Loop)
PRACTICE QUIZ 6

Community Programming — November 11: No Class

A16—November 12: Gender Roles and Gender Stratification
READINGS:
- Walks, Michelle: *We’re Here and We’re Queer: An Introduction to Studies in Queer Anthropology*, pages 13-16

HO CHI MINH CITY, VIETNAM — NOVEMBER 14-18

A17—November 19: Families, Kinship and Descent
READINGS:
- Kottak pages 198-215
- Kinship in the *Game of Thrones* – an in-class exercise
PRACTICE QUIZ 7

Study Day — November 21: No Class

A18—November 22: “We All Eat from One Bowl”: Collectivism vs. Individualism
READINGS:
- Mintz, Chapter 5: *Eating and Being*, pages 187-214
- Watson, James L.: *China’s Big Mac Attack*, pages 120-134

MINI ETHNOGRAPHY PROJECT DUE

SHANGHAI, CHINA — NOVEMBER 24-29
A19—November 30: Defining and Redefining Marriage
READINGS: Kottak pages 216-234
FILM: *Kumu Hina* (On Loop)
PRACTICE QUIZ 8

KOBE, JAPAN — DECEMBER 2-6

A20—December 7: What is Religion?
READINGS:
- Kottak, pages 235-253
- Kolb, Michael J.: *Monumental Grandeur and Political Florescence in Pre-Contact Hawai`i: Excavations at Pi`ilanihale Heiau, Maui*, pages 71-82

PRACTICE QUIZ 9
FILM REVIEW DUE

A21—December 9: Arts, Media and Sports
READINGS:
- Kottak, pages 255-277

A22—December 11: The World System
READINGS:
- Kottak pages 278-299

Study Day — December 12: No Class (International Date Line Crossing (2 days)

A23—December 13: Globalization
READINGS:
- Kottak, pages 301-342
- MacLennan, Carol, *The Mark of Sugar. Hawai`i’s Eco-Industrial Heritage*, pages 37-62

PRACTICE QUIZ 10

A24—December 15: Environmental Anthropology
READINGS:
- Kirch, Patrick V., *Hawaii as a Model System for Human Ecodynamics*, pages 8-26

FILM: *Ho`okele Wa`a: Turning the Canoe - Navigating a Sustainable Future for Maui and the world* (On Loop)

FIELD CLASS, December 16th: Waves of Change: Welcome to the Anthropocene!
HONOLULU, HAWAII — DECEMBER 16

Study Day — December 18: No Class
A25—December 19: FINAL EXAM
FIELD CLASS REPORT DUE

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 Sunday, December 16th in Honolulu, Hawai`i. 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.

TITLE: Waves of Change: Welcome to the Anthropocene!
Honolulu, Hawai`i

FIELD CLASS DESCRIPTION: The most isolated landmass in the world, the Hawaiian Islands were first colonized by Polynesian voyagers arriving from the Marques Islands approximately 1,200-years ago. These open ocean voyagers brought with them a transported cultural landscape that included both tangible and intangible cultural resources. The commensal plants and animals that arrived via canoe were a small, but integral part of a much larger worldview. One of these canoe plants was sugar cane or ko. In 1778, Captain Cook arrived in the archipelago only to discover that hundreds of thousands of Hawaiians were living there. In 1780, the first Chinese immigrants arrived and jumped ship in Honolulu. These immigrants recognized ko and began processing sugar cane on the Island of Lanai by the turn of the 18th- and 19th-century. By the mid-19th century a new industry took hold in the Hawaiian Islands – industrial plantations. Waters were diverted from traditional waterways or auwai to be harnessed in the service of large-scale sugar production. This terraforming forever changed the environmental and cultural landscape. We begin our educational voyage by exploring the Polynesian Voyaging Society, home of the now-world famous Hokule`a voyaging canoe on Sand Island, followed by a presentation on climate change at UH Manoa by the Associate Dean of the School of Ocean and Earth Science and Technology (SOEST) to learn about the very real impacts of sea level rise on islands throughout the Pacific. Once back on ship the students will write a report drawing on these observations and comparing and contrasting them with at least two other countries visited during out voyage where European colonization, mono-cropping, hydrological despotism and/or climate change played an important role in shaping and reshaping the cultural landscape.
OBJECTIVES:
1. Learn about the Polynesian diaspora, transported cultural landscapes and Hawai`i’s voyaging tradition
2. Better understand the impacts of European colonization and the plantation system on Hawai`i’s natural and cultural landscape
3. To be introduced to the Anthropocene and the human actions and inactions driving climate change and sea level rise

ASSIGNMENT: Field Class Attendance and Report (20%):

One of the main underpinnings of Cultural Anthropology is Participant Observation. One of the main goals of this course is to learn how to recognize our own cultural biases and how they affect how we, in turn, view the world. During our field class students will be asked to record – when appropriate – ONE unique cultural aspect of their overall experience using written, photographic and/or video for subsequent analysis. Prior to the Field Class the instructor will go over acceptable protocols for recording forms of information.

After returning to the ship students will have until December 20th to submit a short written report (2-4 pages) or short digital media presentation (3 to 7 minutes) outlining their topic, methodology and findings. What did you learn about the port visited and what did you learn about yourself in the process?

Field Class Report Requirements and Guidelines:

For this assignment, each student will write a detailed field report. During the field class students should be carefully recording their personal observations. Photographs and short videos may also be included in the field report as appropriate. Your field report should include:

A. An overall description of the site/sites visited and the primary purpose for that visit.
B. Identify one or more aspects of the field class to elaborate on.
C. What did you personally observe?
D. What information was imparted to you and how?
E. Did this field class reinforce and/or further illustrate on-ship course materials? If so, how? If not, why not?
F. Compare and contrast your findings with similar cultural aspects observed in two other countries we visit
G. Combine information covered in class and your personal observations to create a final field report.

Independent Field Assignment:

Mini ethnography (35%): Requirements and Guidelines
Proposal due by: September 26th
Paper due by: November 22nd
For this assignment, each student will propose a mini ethnographic project to be conducted at two or more of our ports of call on the ship - with the exception of the port of call for our Field Class. The proposal is due prior to our arrival in Tema, Ghana. You will write a very brief research proposal followed by short research paper outlining your findings. You are encouraged to be creative and identify a topic which speaks to you.

Topics to consider include - but are not limited - to: language and communication; ethnicity and race; subsistence; gender; families, kinship and descent; marriage; religion; ritual; arts, media, representation and sports.

A. Pick an aspect of a culture to study. If you are not sure about your topic, please discuss it with the professor prior to our arrival in Ghana.

B. Be reflexive - try to have an open-minded approach to your topic and to recognize any cultural preconceptions you may harbor.

C. Use the methods we learned in class to explore aspects of the culture visited. I will also allow photographic evidence and film clips to be submitted – but only when deemed appropriate as outlined in class.

D. Focus on the aspects of the cultural practice selected. See if you can identify if “key symbols” are used as meaningful devices. Is the practice bound by space and time? Is it gender specific? Are some groups barred from the practice due to ethnicity and/or gender? Who gets to participate and why? What purpose does the practice serve within the society? Is there a symbolic component? Has the practiced been ritualized? What does this practice tell us about the larger culture you are visiting?

E. Visit at least two sites in two different countries where you can gather additional information about your topic. Take careful notes about your observations. Sites might include: museums, colleges/universities, libraries, marketplaces, religious institutions, historic and prehistoric sites, agricultural endeavors, sporting events, etc.

F. Compare and contrast the differences and/or similarities in your findings. How your findings are similar or different cross-culturally?

Your research proposal will be three (3) pages long (including bibliography) and your final paper five to eight (5-7) pages long (including bibliography). Both pieces of writing must be typed, double-spaced, standard margins (no more than one inch on any side), 12-point font. You will submit your completed report online by the due date. Paper submissions will not be accepted. Once graded, these mini ethnographies will be shared with other members of the class via an online course folder so students can see the various aspects of culture fellow students focused on as well as their individual findings. Exemplary reports may be shared in class as a topic for discussion.

Ethnographic Film Review Assignment (5%):
Due by December 7th

Over the course of the semester you are assigned to watch several ethnographic films (IMPORTANT: The Gods Must Be Crazy is NOT an ethnographic film). Select any one of the ethnographic films shown in class or on the loop to do a short review (1-2 pages). Your review must include:
1. Title of film or video you are reviewing
2. Brief summary characterizing the key themes in the film
3. Reference specific events/scenes representing themes identified above
4. The relevance of the film to cultural anthropology
5. Your individual critique of this film. Did you like it, love it or hate it? What was the main message you took away from this film?

**Practice Quizzes (5% Bonus Points)**

There will be ten, online practice quizzes during the course of the semester (five leading up to the Midterm and five prior to the Final Exam. They are not graded. They are designed to get you used to the instructors testing style and illustrate the concepts you need to master prior to taking exams. You can take them as many times as you like prior to the exams.

**IMPORTANT: If you take all the practice quizzes at least once – prior to the exams – you will receive 5% bonus to your overall grade.** If you fail to take any of them your grade will not be impacted.

**METHODS OF EVALUATION / GRADING SCALE**

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Mini Ethnography – proposal (9/26)</td>
<td>5%</td>
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<tr>
<td>Midterm Exam (10/24)</td>
<td>25%</td>
</tr>
<tr>
<td>Ethnographic Film Review (Due 12/7)</td>
<td>5%</td>
</tr>
<tr>
<td>Mini Ethnography – final paper (Due 12/11)</td>
<td>10%</td>
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<tr>
<td>Field Class Participation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Practice Quizzes BOUNDS</td>
<td>.5%</td>
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</table>

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:

- **Excellent**
  - 97-100%: A+
  - 93-96%: A
  - 90-92%: A-

- **Good**
  - 87-89%: B+
  - 83-86%: B
  - 80-82%: B-

- **Satisfactory/Poor**
  - 77-79%: C+
  - 70-76%: C
  - 60-69%: D

- **Failing**
  - Less than 60%: F

**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

AUTHOR: Jared M. Diamond
TITLE: Guns, Germs and Steel: The Fates of Human Societies
PUBLISHER: New York: Norton
ISBN #: 0-393-31755-2
DATE/EDITION: 1997

AUTHOR: Jared M. Diamond
TITLE: Collapse: How Societies Choose to Fail or Succeed
FILM REQUEST

1. The Gods Must Be Crazy
2. Journey to Nyae Nyae
3. Bitter Seeds
4. Paris is Burning
5. Kumu Hina
6. Ho`okele Wa`a: Turning the Canoe – Navigating a Sustainable Future for Maui and the World

ELECTRONIC COURSE MATERIALS

AUTHOR: Franz Boas
ARTICLE/CHAPTER TITLE: Some Traits of Primitive Culture
JOURNAL/BOOK TITLE: The Journal of American Folklore
VOLUME: Vol. 17, No. 67
DATE: Oct. - Dec., 1904
PAGES: 243-254

AUTHOR: Richard Adams
ARTICLE/CHAPTER TITLE: Ethnocentrism and Ingroup Consciousness
JOURNAL/BOOK TITLE: American Anthropologist
VOLUME: Vol. 53, No. 4, Part 1
DATE: Oct. - Dec., 1951
PAGES: 598-600

AUTHOR: Sjaak van der Geest
ARTICLE/CHAPTER TITLE: Confidentiality and Pseudonyms: A Fieldwork Dilemma from Ghana
JOURNAL/BOOK TITLE: Anthropology Today
VOLUME: Vol. 19, No. 1
DATE: February 2003
PAGES: 14-18

AUTHOR: Kate M. Patch and Andrea M. Allen
ARTICLE/CHAPTER TITLE: Participant Observation and Community Engagement: An Anthropological Approach to Promote and Assess Transformative Learning with NGO Internships in Ghana
JOURNAL/BOOK TITLE: Practicing Anthropology
VOLUME: Vol. 32, No. 3
DATE: Summer 2010
PAGES: 32-37
AUTHOR: Michael J. Kolb
ARTICLE/CHAPTER TITLE: Monumental Grandeur and Political Florescence in Pre-Contact Hawai`i: Excavations at Pi`ilanihale Heiau, Maui
JOURNAL/BOOK TITLE: Archaeology in Oceania
VOLUME: Vol. 34, No. 2
DATE: July 1999
PAGES: 71-82

AUTHOR: Patrick V. Kirch
ARTICLE/CHAPTER TITLE: Hawaii as a Model System for Human Ecodynamics
JOURNAL/BOOK TITLE: American Anthropologist
VOLUME: Vol. 109, No. 1
DATE: March 2007
PAGES: 8-26

AUTHOR: Carol MacLennan
ARTICLE/CHAPTER TITLE: The Mark of Sugar. Hawai`i's Eco-Industrial Heritage
JOURNAL/BOOK TITLE: Historical Social Research
VOLUME: Vol. 29, No. 3 (109)
DATE: 2004
PAGES: 37-62

AUTHOR: Braden Allenby
ARTICLE/CHAPTER TITLE: Climate Redux: Welcome to the Anthropocene
JOURNAL/BOOK TITLE: Issues in Science and Technology
VOLUME: Vol. 31, No. 3
DATE: Spring 2015
PAGES: 37-39

AUTHOR: Bradley M. Romine and Charles H. Fletcher
ARTICLE/CHAPTER TITLE: A Summary of Historical Shoreline Changes on Beaches of Kauai, Oahu and Maui, Hawaii
JOURNAL/BOOK TITLE: Journal of Coastal Research
VOLUME: Vol. 29, No 3
DATE: May 2013
PAGES: 605-614

AUTHOR: Ben Finney
ARTICLE/CHAPTER TITLE: Myth, Experiment, and the Reinvention of Polynesian Voyaging
JOURNAL/BOOK TITLE: American Anthropologist
VOLUME: Vol. 93, No.2
DATE: June 1991
PAGES: 383-404