

SEMESTER AT SEA COURSE SYLLABUS

Fall 2012 DAY B ROOM: 1 TIME: 1045-1200
Discipline: Anthropology
ANTH 1010: Introduction to Cultural Anthropology
Division: Lower
Faculty Name: Leo R. Chavez

Pre-requisites: None

COURSE DESCRIPTION

Cultural anthropology explores the nexus of society, culture, and human diversity, with an emphasis on how individuals and communities are shaped by social, political, and economic forces. This course introduces students to the different theories and methodologies that anthropologists use to study societies and their cultures. The ports will provide excellent opportunities to see cultural practices at work, and provide a context in which to examine such topics as kinship, religion and ritual, illness and healing, and globalization. A special focus is on the role of food in survival, national identity, tradition, and globalization.

COURSE OBJECTIVES

The principal aims of the course are as follows:

1. The course will familiarize the student with some of the major themes and topics in cultural anthropology, including race, cultural relativism, ethnographic methods, ethnocentrism, kinship, and many others.
2. Students will understand how anthropologists use the term “culture.”
3. Students will recognize that he/she is also a product of his/her own culture.
4. Students will learn the cultural significance of food for health, identity, and globalization.

REQUIRED TEXTBOOKS

AUTHOR: Robert H. Lavenda and Emily A. Schultz

TITLE: *Core Concepts in Cultural Anthropology*

PUBLISHER: McGraw Hill

ISBN #: ISBN-10: 0073530980

ISBN-13: 978-0073530987

DATE/EDITION: 2010 on the book [but 2009 at Amazon.com **4th edition**

COST: \$38.15 paperback (amazon.com)

TOPICAL OUTLINE OF COURSE

CLASS B1: Introduction to Course

Topics: Introduction to class topics; goals; syllabus

CLASS B2: Anthropology's focus, culture, food and identity

Read: *Core Concepts in Cultural Anthropology*, chapters 1, 2.

Read: -Mary Douglas, Deciphering a meal

-Marvin Harris, The Abominable Pig

CLASS B3: The world beyond ourselves

Concepts: ethnocentrism, cultural relativism, culture shock, culture and globalization

Read: Moya Kneafsey and Rosie Cox, Food, gender and Irishness: How Irish women in Coventry make home. *Irish Geography* 35(1): 6-15. 2002.

CLASS B4: Discussion of core concepts in practice

Read: Peter Scholliers and Anneke Geyzen, Upgrading the Local: Belgian Cuisine in Global Waves. *Gastronomica* 10(2):49-54. 2012.

READ: *The Journey of New World Food*

CLASS B5: Religion and World View

Read: *Core Concepts in Cultural Anthropology*, chapter 5: Expressive Culture: Religion and World View

Read: Alicia Rios, The Fiestas de Tosantos in Markets of Cadiz. *Gastronomica* 11(4):30-33. 2012.

READ: Bruegel and Lauriou, The Role of Food in Early Islamic Spain The role of food in the conflict of two identities: Moriscos and Castillians in Early Modern Times.

CLASS B6: Spanish culture, national identity, and food

CLASS B7: Religion and World View

READ: Religion and Worldview, chapter 5, in *Culture and Customs of Ghana*, Steven J. Salm and Toyin Falola. Greenwood Press. 2002. Pages 33-57.

READ: Shakespeare in the Bush. Laura Bohannan

CLASS B8: Gender roles, marriage

Read: Read: Chapter 9 and 10, in *Core Concepts in Anthropology*

Read: Steven J. Salm and Toyin Falola, Gender Roles, Marriage, and Family, Chapter 6, in *Culture and Customs of Ghana*. Greenwood Press. 2002. Pages 125-145.

Topics: marriage rules, matrilineages, patrilineages, polygamy

CLASS B9: Food and Culture, Africa, Ghana

Read: Annan, African Food Taboos. World Public Health Nutrition Association. 2011.

Read: Ran Osseo-Asare, "We eat first with our eyes": On Ghanaian Cuisine. *Gastronomica* 49-57. 2002.

Read: Adela Blay-Brody, Rx. Pepper Soup. *Gastronomica* 9(4): 62-65, 2009.

CLASS B10: MIDTERM

CLASS B11 Hunters and Gatherers and Modern Life

READ: -*Core Concepts in Cultural Anthropology*, chapter 8

Read -Richard Lee: Foraging for a living, Chapter 4 in *The Dobe Ju/'hoansi*, 2nd edition. Harcourt Brace College Publishers, 1993.

Read: Sylvain, Renee. 2005. Disorderly Development: Globalization and the Idea of "Culture" in the Kalahari. *American Ethnologist* 32(3): 354-370.

CLASS B12: Modern Life and Ethnocentrism

Topics: discuss field component

CLASS B13: Constructing Others: Social Evolution, and "race"

Read: -Core Concepts in Cultural Anthropology, chapter 12: pages 202-209.

-Smedley, Audry, "Origins of Race." *Anthropology Newsletter* November 1997.

READ: Lutz, Catherine A. and Jane L. Collins. 1993. 4: A World Brightly Different: Photographic Conventions 1950-1986. *Reading National Geographic*. University of Chicago Press, pp. 87-117.

CLASS B14: Race and Gender in the Americas

Read: Schneider, Fashionable Savages

CLASS B15: Food and Argentine Identity

Read: Zycherman, To Beef or Not to Beef: Defining Food Security and Insecurity in Tucuman Argentina. *Ecological and Environmental Anthropology* 4(1):28-37. 2008.

CLASS B16: The Gaucho, Tango as National Identity

Read: Nielsen and Mariotto, The Tango Metaphor: The Essence of Argentina's National Identity. *Int. Studies of Mgt. & Org.*, 35(4):8-36. 2005.

CLASS B17: Brazil as a Multicultural Society;

Read: Fajans, Can *moqueca* just be fish stew?: Food and identity in Salvador, Bahia (Brazil). *Anthropology of Food*, S4, May 2008

CLASS B18: Globalization, Culture Change, poverty

Read: *Core Concepts in Cultural Anthropology*, chapter 11

Read: Nancy Scheper-Hughes, Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown.

CLASS B19 Indigenous peoples in Amazon and the Media

Read: Terence Turner, Defiant Images: The Kayapo Appropriation of Video. *Anthropology Today*, Vol. 8, No. 6 (Dec., 1992), pp. 5-16

Read: Slater, Candace. 1996. Amazonia as Edenic Narrative. In *Uncommon Ground: Rethinking the Human Place in Nature*, edited by William Cronon. W. W. Norton, pp. 114-131.

CLASS B20: Indigenous People in the Amazon and Change

Read: William and Jean Crocker, Change in the Lives of a Brazilian Indigenous People: To Pluck Eyelashes (or not?) among the Canela. In Globalization and Change in Fifteen Cultures: Born in One World, Living in Another. George Spindler and Janice E. Stockard, Eds. Thomson/Wadsworth, 2007. Pages 24-52.

CLASS B21 Discussion of Field assignments

Field Assignment paper due

CLASS 22: Follow up on unfinished material

CLASS B23: REVIEW

B FINAL TUESDAY DEC. 4

FIELD ASSIGNMENTS:

Field assignments make up 30% of your course grade. Do either three Field Assignments (I) or a combination of field assignments and Independent Study (II). Details of these assignments, advice about procedures, and how grades are awarded will be given in class before we reach Ireland.

Because this is a course about culture and social behavior, there is plenty to look at in each country. Think about the topics we cover in class.

For example, a key focus is food and culture. Examine in parts what people eat; where it comes from; local and global connections; identity, tradition and change in relation to food; social inequalities, class differences, and gender differences as seen through food; food and social relationships: who eats together, where, when, etc. What foods are different and similar, acceptable/not acceptable to you.

Another observable aspect of culture is gender, gender roles, gender representations, clothing, body types, social relations in public. Similarly, family life, religious life, and other social aspects of life are also good topics. Ethnic/race relations are also good topics, as they reflect social relationships, assumptions about difference, inequalities, etc.

The field practica are excellent sources of information. You can ask questions of tour guides, observe people interacting, working in restaurants, stores, etc. You can talk to locals you meet. Please bring examples to class for class discussion. Think about how things are done differently than in the United States and in other countries we visit.

To complete the assignment, students should go through the following steps. First, make a

carefully composed, thoughtful entry soon after each of your three selected country visits, including when and where you went. Second, after the three visits are completed, you should evaluate and compare how the information from the 3 sites speaks to one or more topics raised in class. You should think carefully, muster the reasons for your opinions, and organize and write about them well.

Field Lab: Mandatory

Township Xhosa Cultural Cooking Day Port: Cape Town, South Africa Day 5

This field lab provides insights into the Xhosa people, their culture and especially their cuisine.

One of the key foci of our class include ethnic/cultural identity and the cultural meaning of food. This field lab will provide students with a cross-cultural experience of people and their food by traveling to Gugulethu Township, where Xhosa people live. Xhosa refers to both a cultural group of people as well as the language (isiXhosa) spoken by this people group. There are currently approximately eight million people in South Africa who are culturally identified as Xhosa. The Xhosa people have a rich cultural history that predates the arrival of the Dutch in the 1600s. The staple food of the Xhosa people is *umngqusho* made from cracked maize and beans. Maize meal '*pap*' is also very popular. There are many different kinds of vegetable dishes that feature alongside the staples and various meat dishes are also often prepared. Food is traditionally prepared by women in the Xhosa culture.

At Gugulethu Township, students will meet local '*mamas*' - women who will teach you about traditional Xhosa cuisine. The *mamas* will show you the various ingredients important in Xhosa cuisine and where necessary they'll explain the cultural significance of certain foods. Students will have an opportunity to discuss with the *mamas* their history, the effect of Europeans on their food, what they believe is food that is important to their ethnic identity, food they grow themselves versus food that is imported, and the importance of global food markets on their diet.

METHODS OF EVALUATION:

Grades will be based on class participation, exams, and a paper.

Field Assignment and paper	30%
Midterm	35%
Final	35%

RESERVE LIBRARY LIST

AUTHOR: Robert H. Lavenda and Emily A. Schultz

TITLE: *Core Concepts in Cultural Anthropology*

PUBLISHER: McGraw Hill

ISBN #: 978-0-07-353098-7

DATE/EDITION: 2010 on the book itself [but 2009 at Amazon.com]. Just make sure it is the 4th edition.

COST: \$38.15 paperback (amazon.com)

ELECTRONIC COURSE MATERIALS

[NOTE: I WILL BRING ALL ADDITIONAL COURSE MATERIALS IN PDF FORMAT ON A MEMORY STICK AND ON MY COMPUTER. THESE CAN BE UPLOADED TO THE CLASS WEBPAGE]

AUTHOR: Steven J. Salm and Toyin Falola
CHAPTER TITLE: Chapter 2: Religion and Worldview
BOOK TITLE: *Culture and Customs of Ghana*,
VOLUME:
DATE: 2002
PAGES: 33-57

AUTHOR: Steven J. Salm and Toyin Falola
CHAPTER TITLE: Chapter 6: Marriage, and Family.
BOOK TITLE: *Culture and Customs of Ghana*.
VOLUME:
DATE: 2002
PAGES: 125-145

AUTHOR: Richard Lee
CHAPTER TITLE: Chapter 4: Foraging for a living
BOOK TITLE: *The Dobe Ju/'hoansi*
VOLUME:
DATE: 1993, 2nd edition
PAGES: 39-60

AUTHOR: Audry Smedley
ARTICLE/CHAPTER TITLE: "Origins of Race."
JOURNAL/BOOK TITLE: *Anthropology Newsletter*
VOLUME:
DATE: November 1997
PAGES:

AUTHOR: Terence Turner
ARTICLE/CHAPTER TITLE: *Defiant Images: The Kayapo Appropriation of Video*
JOURNAL: *Anthropology Today*
VOLUME: 8, No. 6
DATE: Dec. 1992
PAGES: 5-16

AUTHOR: William and Jean Crocker
CHAPTER TITLE: *Change in the Lives of a Brazilian Indigenous People: To Pluck Eyelashes (or not?) among the Canela*
BOOK TITLE: *Globalization and Change in Fifteen Cultures: Born in One World, Living in Another*
VOLUME:
DATE: 2007
PAGES: 24-53

AUTHOR: Nancy Scheper-Hughes
ARTICLE/CHAPTER TITLE: Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown.
JOURNAL: ETHOS
VOLUME: 13, no. 4
DATE: 1985
PAGES: 291-317

AUTHOR: Arnd Schneider
CHAPTER TITLE: Chapter 5: Fashionable Savages: Photographic Representations of the Indigenous.
BOOK TITLE: Appropriation as Practice: Art and Identity in Argentina
VOLUME:
DATE: 2006
PAGES: 91-110

AUTHOR: Mary Douglas
ARTICLE/CHAPTER TITLE: Deciphering a meal
JOURNAL/BOOK TITLE: Food and Culture
VOLUME:
DATE: 2008
PAGES: 44-53

AUTHOR: Marvin Harris
ARTICLE/CHAPTER TITLE: The Adominable Pig
JOURNAL/BOOK TITLE: Food and Culture
VOLUME:
DATE: 2008
PAGES: 54-66

AUTHOR: Moya Kneafsey and Rosie Cox
CHAPTER TITLE: Food, gender and Irishness: How Irish women in Coverntry make home.
Journal/BOOK TITLE: Irish Geography
VOLUME: 35(1)
DATE: 2002
PAGES: 6-15

AUTHOR: Peter Scholliers and Anneke Geyzen
ARTICLE/CHAPTER TITLE: Upgrading the Local: Belgian Cuisine in Global Waves.
JOURNAL/BOOK TITLE: Gastronomica
VOLUME: 10(2)
DATE: 49-54
PAGES: 2012

AUTHOR: Alicia Rios
CHAPTER TITLE: The Fiestas de Tosantos in the Markets of Cadiz
Journal/BOOK TITLE: Gastronomica: The Journal of Food and Culture,
VOLUME: Vol. 11, No. 4 (Winter)

DATE: 2011
PAGES: 30-33

AUTHOR: Lutz, Catherine A. and Jane L. Collins
CHAPTER TITLE: Chapter 4: A World Brightly Different: Photographic Conventions 1950-1986.
BOOK TITLE: *Reading National Geographic*
VOLUME:
DATE: 1993, University of Chicago Press
PAGES: 87-117

AUTHOR: M. Bruegel and B. Laurioux,
ARTICLE/CHAPTER TITLE: The Role of Food in Early Islamic Spain The role of food in the
conflict of two identities: Moriscos and Castellians in Early Modern Times.
JOURNAL/BOOK TITLE: *Histoire et Identites alimenares en Europe*.
VOLUME:
DATE: 2002
PAGES:

AUTHOR: Laura Bohannan
ARTICLE/CHAPTER TITLE: Shakespeare in the Bush
JOURNAL/BOOK TITLE: *Applying Cultural Anthropology*
VOLUME:
DATE: 2003
PAGES: 35-40

AUTHOR: Reggie Annan
ARTICLE/CHAPTER TITLE: African Food Taboos
JOURNAL/BOOK TITLE: *World Public Health Nutrition Association*
VOLUME:
DATE: April 2011
PAGES:

AUTHOR: Ran Osseo-Asare
ARTICLE/CHAPTER TITLE: "We eat first with our eyes": On Ghanaian Cuisine
JOURNAL/BOOK TITLE: *Gastronomica*
VOLUME:
DATE: 2002
PAGES:49-57

AUTHOR: Adela Blay-Brody
ARTICLE/CHAPTER TITLE:., Rx. Pepper Soup.
JOURNAL/BOOK TITLE: *Gastronomica*
VOLUME: 9(4)
DATE: 62-65
PAGES: 2009

AUTHOR: Sylvain, Renee

ARTICLE/CHAPTER TITLE: Disorderly Development: Globalization and the Idea of
“Culture” in the Kalahari
JOURNAL/BOOK TITLE: *American Ethnologist*
VOLUME: 32(3)
DATE: 2005
PAGES:354-370

AUTHOR: Ariela Zycherman
ARTICLE/CHAPTER TITLE: To Beef or Not to Beef: Defining Food Security and
Insecurity in Tucumán Argentina
JOURNAL/BOOK TITLE: *Ecological and Environmental Anthropology*
VOLUME: 4(1)
DATE: 2008
PAGES: 28-37

AUTHOR: Jane Fajans
ARTICLE/CHAPTER TITLE: Can *moqueca* just be fish stew?: Food and identity in Salvador,
Bahia (Brazil).
JOURNAL/BOOK TITLE: *Anthropology of Food*
VOLUME: S4
DATE: May 2008
PAGES:

AUTHOR: Slater, Candace
ARTICLE/CHAPTER TITLE: Amazonia as Edenic Narrative.

JOURNAL/BOOK TITLE: *Uncommon Ground: Rethinking the Human Place in Nature*
VOLUME:
DATE: 1996.
PAGES: 114-131

Not a standard textbook, *Core Concepts in Cultural Anthropology, Seventh Edition*, offers an elaborated discussion of the key terms and concepts that anthropologists use in their work. "Core Concepts is an extended glossary of core terms in the field, placed within highly readable and comprehensible historical and thematic narratives. I love that it can be used sequentially as numbered, but also that the chapters can be presented out of sequence without losing the logic and flow. The 'how to read an ethnography' section is brilliant; I love the approach. *Core Concepts in Cultural Anthropology* has been added to your Cart. Add to Cart. Turn on 1-Click ordering." Editorial Reviews.

Review. "*Core Concepts in Cultural Anthropology* is comprehensible, well structured, and not overloaded with information, which makes it ideal for introductory classes. I recommend the book without hesitation."--Ralph M. Becker, University of Northern Colorado. "This is a fantastic supplement to course lectures and a companion to reading ethnographies."--Ana Croegaert, University of New Orleans. "*Core Concepts in Cultural Anthropology* provides students with a firm grounding in key anthropological concepts and allows me to assign a reader and ethnograph