

Department of Anthropology
Course Descriptions
Spring 2012

(12/8/11)

151 Emerging Humanity
Sec. 01 MWF 10:30-11:20
Sec. 02 TR 07:30-08:45
Sec. 03 TR 01:30-02:45
Sec. 04 MWF 1:30-2:20

Jonathan D. Baker
Barry V. Rolett
James M. Bayman
Nancy I. Cooper

Anthropology provides a unique framework for studying the emergence and global development of humanity in the last five million years. This course uses an anthropological perspective to introduce students to human history before ca. AD 1500. We study the relationship between behavior and biology over the last five million years. We then explore fossil remains of human ancestors and begin with our relationships with living nonhuman primates. This foundation enables us to study the course of human biological evolution. We trace the last 35,000 years of human history from hunters and foragers to the emergence of complex civilizations. Some topics we'll explore include the origins of plant and animal domestication, the origins of the world's earliest cities, and the political and ecological consequences of human impact on the natural environment.

The goals of the course include:

1. Examining how anthropologists investigate the human past;
2. Understanding the history of humans from our earliest ancestors;
3. Gaining knowledge about the archaeological enterprise;
4. Learning how ancient civilizations emerge; and
5. Developing an anthropological perspective on how humans adapt to their changing environments.

ANTH 151 fulfills the Global and Multicultural Perspectives requirements of the General Education Core, and is valuable to students across a variety of majors.

152(1) Culture and Humanity
MWF 09:30-10:20

Forrest Young

Anthropology 152 introduces students to the methodology, subjects, and theory of socio-cultural anthropology, and socio-cultural anthropological analyses of humanity throughout the world. This course will introduce the discipline primarily in terms of four ethnographic studies that represent the socio-cultural and global conditions of peoples from three world regions: Asia, the Middle East, and the Pacific. The course will also utilize personal field experience, case studies in the form of video/dvd media, and brief articles that introduce students to socio-cultural anthropological issues of Africa, the Americas, the Caribbean, and Europe, as well as in Hawai'i nei. The extended and brief case studies are intended to provide students with resources to develop an understanding of key concepts, methods, theory, and topics of socio-cultural anthropology; an appreciation of human cultural diversity; and critical resources for understanding how humanity is embedded in a history of global, local, and regional relationships, conflicts, and problems. The course thus aims not only to supply students with anthropological tools for interpreting and understanding culture and humanity, but an experience that leaves students engaged with the contemporary human condition and its possible futures.

152(2) Culture and Humanity
MWF 11:30-12:20**Jack Bilmes**

This course fulfills the Global and Multicultural Perspectives requirement of the General Education Core. Cultural anthropology deals with the nature of human life in the social and material world. It examines the great variety of ways in which human groups have come to terms with, modified, and even created their physical and social, natural and supernatural environments, and the ways in which people endow their lives and their world with meaning and order.

If the object of a liberal arts education is to open the mind to new ways of seeing and thinking, there is no more central course in the liberal arts curriculum than cultural anthropology. On every subject and issue, it enables one to consider the possibility of other perspectives and frees one from cultural constraints on thought and valuation. The basic objectives of the introductory course are:

1. Convey the major interests, issues, methods, theories, and findings of the field of cultural anthropology, i.e., introduce students to the discipline.
2. Develop the student's capacity to understand and appreciate other ways of living and thinking. In this, cultural anthropology is analogous to music or art appreciation. It teaches appreciation for the aesthetic qualities of human cultures, for their complexity, capacity to generate meaning for members, and ability to organize human life in specific environments.
3. Demonstrate how to use anthropology to think about topics and issues. This is arguably the most important function of the course.
4. Convey something of the anthropological experience. At the core of professional anthropological training is the transforming experience of fieldwork in another culture. Anthropology is a lived discipline, and in conveying a sense of the experience of fieldwork a unique dimension of meaning is added to the intellectual endeavor.

Texts for the course will consist of two ethnographies (an ethnography is a description of a culture)—*The Trobrianders of Papua New Guinea* by A. Weiner and *The Balinese* by S. Lansing; a collection of anthropologist-in-the-field stories—*Stumbling Toward Truth* edited by P. DeVita; and selected articles on various topics of interest.

152(3) Culture and Humanity
MWF 12:30-01:20**Jan M. Brunson**

This course is an introduction to cultural anthropology, the study of humankind in all of its diversity. Using a mixture of classic articles and innovative texts, we will explore the fundamental concepts, theories, and methods of anthropology and develop a critical, historical perspective on how we study “culture” and represent “others.” Students will learn to recognize aspects of cultural systems such as gender, caste and class, race and ethnicity, kinship, political and economic organization, language, and beliefs. Students should be able to walk away from the course with a more sophisticated awareness and appreciation of human interconnectedness and diversity. We will achieve this through studying a variety of cultures around the world and their systems of meaning, examining many examples casually and a few in depth.

This course fulfills the Global and Multicultural Perspectives requirement of the General Education Core.

152(4) Culture and Humanity
MWF 02:30-03:20**Nancy I. Cooper**

The study of cultural aspects of human existence, including differences and commonalities the world over, is relevant to all students. This course introduces Cultural Anthropology to non-specialists and potential specialists alike. In contemporary life as populations expand, resources shrink, and technologies develop, all humans must adjust socially and individually, in order to continue to survive and lead satisfying lives. Students will explore a number of ways in which people in different parts of the world, including the students' own, conceptualize, organize, participate in, and change their life worlds. The course will also cover theories and methods used by anthropologists to document human life ways (ethnography) while living among and participating with people of various groups or societies (participant-observation fieldwork). The textbook, *Cultural Anthropology: the Human Challenge* 13th edition, will provide basic concepts and terms and ethnographic coverage of societies. Students will also read two smaller books, a historical novel and an ethnography. Class time will incorporate lectures, slideshows, discussion, and film clips. Participation credit will be in the form of online quizzes in response to unannounced film showings in class. Exams will be mostly objective style with some identification or short answers.

152A Culture and Humanity
MW 10:30-11:45**Eirik J Saethre**

This course will introduce students to the history, theories, and methods of social and cultural anthropology. We will examine the development of ideas regarding culture and society as well as charting the influence that these notions have had on the world in which we live. To get to grips with the diversity of human behavior, knowledge and experience, we will explore the social lives of people from a variety of backgrounds such as East Harlem cocaine dealers, British witches, Russian cosmonauts, Malaysian peasants, Brazilian transsexuals, Korean businessmen, and Zulu warriors. A few of the questions we will be asking include: Why do baseball players perform magic? Is development in Africa simply a new form of colonialism? Do Aboriginal tales of UFO sightings express ethnicity and resistance to Australian rule? Students will develop the ability to think anthropologically and, in the process, reevaluate many of the fundamental assumptions of our society.

210 Archaeology
W 12:30-03:00**Christian E. Peterson**

A sub-discipline of anthropology, archaeology is the scientific study of past human societies and their change over time. In this course you will be introduced to the basic theories and methods used to inform, undertake, and interpret the results of archaeological investigation. Particular emphasis will be placed on the study of important evolutionary shifts in human prehistory (such as the origins of food production or the "state"), and on how archaeologists use empirical evidence to generate and evaluate models of sociocultural change. Grades will be assigned according to the cumulative quality of student performance on ten take-home exercises and two exams.

215 Physical Anthropology
TR 09:00-10:15**Christopher J. Bae**

Anthropology is comprised of four primary subdisciplines: cultural anthropology, linguistic anthropology, physical/biological anthropology, and archaeology. This course will provide an introduction to the subfield of biological anthropology. The particular areas you will be exposed to are: 1) the basis of evolutionary theory and evolutionary mechanisms; 2) the genetic basis of human evolution; 3) modern human variation; 4) primatology; 5) and paleoanthropology, including the hominin fossil and archaeological records. The primary goal of this course will be to lay a solid foundation, from which you will be prepared to take upper division courses in biological anthropology.

By the end of this course you will be able to:

- Understand the general theories underlying evolutionary mechanisms
- Synthesize basic genetics and how it is related to modern human variation
- Appreciate how humans are related to other primates
- Develop a general understanding of the paleoanthropological record

A separate laboratory (1 credit) is offered in conjunction with this course. All those registered for the lecture course must register for one of the lab sections (ANTH 215L). Separate grades will be given for each course. Prerequisite: None

215L Physical Anthropology Laboratory
Sec. 01: W 08:30-11:20
Sec. 02: W 12:30-03:20**Christopher J. Bae**

ANTH 215L is the lab component that accompanies ANTH 215. Concurrent enrollment in both courses is required. The laboratory assignments will augment the material covered in the ANTH 215 lectures and provide ample opportunity for understanding the subject matter, concepts, and principles through observation, demonstration, and problem solving. This course will meet once a week for 3 hours. Students should sign up for one of the two sections offered.

By the end of this course you will be able to:

- Understand the general theories underlying human and population genetics
- Understand human variation and human osteology
- Appreciate non-human primates
- Develop a general understanding of hominin paleontology

Prerequisite: None

300 Study of Contemporary Problems (Theory)
MWF 08:30-09:20**Forrest Young**

Generally, Anthropology 300 explores the significance of anthropology for contemporary affairs, particularly American ethnic and minority group relations. It is designed to engage students in socio-cultural issues related to governmental policy, political action, and change. This section of Anthropology 300 investigates contemporary problems associated with globalization. The course

begins with a review of some of the basic history, key aspects, major debates, and problems associated with globalization. The review will focus special attention to the way processes of globalization complicate and transform central concepts and methods in socio-cultural anthropology. Following the review, the course will investigate how globalization is impacting indigenous peoples throughout the world. The course will conclude with a reading of one of the current classic ethnographic analyses of globalization that illuminates how various contemporary socio-cultural forms are embedded in processes of globalization: *Friction: An Ethnography of Global Connection* by Anna Tsing.

310 Human Origins (Theory)
TR 12:00-01:15

Christopher J. Bae

This course will survey the human biological and behavioral evolutionary records across the Old and New Worlds from ~65 million years ago up through ~10,000 B.C. Emphasis will be placed on highlighting sites and materials from different times and places that reflect major changes or advances in our evolutionary history. The primary goal of this course will be to lay a solid foundation, from which you will be prepared to take more advanced courses in paleoanthropology.

By the end of this course you will be able to:

- Understand the general theories underlying human evolution over the course of the past 65 million years
- Appreciate the morphological variation in our earliest ancestors, particularly from 7 million years ago to 10,000 years ago
- Comprehend the major behavioral changes that occurred during human prehistory beginning 2.5 million years ago
- Synthesize the origins of modern humans

Prerequisite:

ANTH 215 (Introduction to Physical Anthropology), graduate standing, or permission of instructor

313 Visual Anthropology (Method)
TR 10:30-11:45

Andrew Arno

This course is about culture, visual communication, and anthropology. The term *visual anthropology* can be read in at least two senses: anthropology **as** visual communication and the anthropology **of** visual communication. In this course we will be concerned with the visual dimensions of anthropology as a scholarly activity—the uses made of films, photographs, drawings, and museum displays to convey anthropological knowledge—and we will also explore the concept of visual culture as an object of anthropological study.

The uses of visual media in anthropological research, publication, and teaching have a rich and complex history and an even richer and more complex present and future. The ongoing explosion of technology in the area of visual representation—including digital cameras, highly portable videocams, digital editing programs for computers, cable television, and the Internet—holds exciting potential for ethnography. At the same time, contemporary concerns about truth and ethics in anthropology make the uses of the new technologies a subject of intense debate. This course will critically examine both

the history of anthropological films, in the larger context of the documentary film as a genre, and also the contemporary debates about the representation of non-Western cultures in visual modes.

The broader question of the nature of visual culture and the relation between audio and visual modes of communication forms the background of the central problems of anthropology: how does one gain an understanding of one's own and other cultures, and how can one convey that understanding to others.

341 Anthropology of Virtual Worlds (Theory)
TR 10:30-11:45

Alex Golub

This course will examine, in slow motion, the collision of the American self and the Internet. Through a close ethnographic reading of three virtual worlds, -- immersive, persistent, multiplayer, three-dimensional on-line spaces -- we will ask, first: how are arbitrary and conventional systems of meaning ('cultures') created online? Second, how is life online shaped by the actual-world culture of its participants? Combining research into the latest sociotechnical systems with some of the oldest statements of American ideals, this class treats virtual worlds as locations where deep-seated anglo-protestant notions of human perfectibility, interiority, and expressivity get expressed. In doing so, it examines how American culture makes virtual worlds ideal locations to work out concerns regarding competition and community, creativity and authenticity, individualism and democracy, and more.

The class begins by laying out popular stereotypes of videogames through an analysis of three exemplary texts: The Southpark World of Warcraft special, fan/connoisseur accounts of online racism, and academic enthusiasm for the emancipatory possibilities of virtual worlds. We then turn to our first virtual world, the all-text MUD Lambda Moo as memorialized in the late 1990s by the journalist Julian Dibbell's autobiographical My Tiny Life. This piece explores the history of early virtual worlds -- often unknown to students -- while presenting contemporaneous postmodern accounts of online identity.

Our second ethnography, Coming of Age in Second Life, explores the virtual world Second Life, which is explicitly dedicated to self-expression. At the same time, we read eighteenth and nineteenth century Sermons and essays provides students some insight into cultural specificity of American cultures of individuality. Some additional readings contrast American selfhood with non-Western approaches to subjectivity, and we also explore consumerism in gilded age and its similarity to Second Life's approach to self-realization through consumption.

Finally, we read My Life as a Night Elf Priest by Bonnie Nardi. This popular, 'game' world contrasts with Second Life in its focus on 'fun'. Here we examine American concerns with the distinction between labor and play, as well as American's fear (and desire) of 'addiction' in gaming and the loss of control and responsibility it implies.

Who Should Take This Course?

Beginning anthropology students

Anyone interested in video games or mmogs, whether they are anthropologists or not

Anyone interested in learning basic ethnographic methods

Anyone interested in American culture

After You Take This Class You Should Be Able To:

Compare World of Warcraft, LambdaMoo, and Second Life to other video games you may run across in terms of their architecture, community, and fandoms

Recognize themes in American culture in the course of your everyday life

Participate in a seminar-style class discussing your own research and that of others

Respond to common stereotypes of video games using facts you have learned in class

372C Indigenous Peoples: Andean Region (Area)**Christine Beaulé****Sec. 1 TR 10:30-11:45****Sec. 2 TR 01:30-02:45**

This discussion-based course explores the historical diversity of indigenous peoples of South America's Andean region. It is organized in four sections. In the first unit we touch on key sociocultural changes in Andean prehistory, from the emergence of agricultural and pastoral villages to ancient states. This archaeological foundation is the basis for exploring the impact of the Spanish conquest and centuries of colonialism in the second unit. Here we will see the complex interplay of indigenous cultural and external political forces that have shaped the region (in some of the same ways that they've impacted former colonies in Africa, Asia and the Pacific). The third unit is devoted to a challenging, rewarding ethnography about racial and gendered forms of social organization in the Andes, which like everywhere, are the subjects of intense, dynamic cultural negotiations. Finally, we explore how some indigenous peoples of Latin America struggle to define the terms of their participation in the global political and economic order. The issues surrounding coca and the war on drugs provide us with a lens to see these issues from different points of view.

The course also fulfills a Writing Intensive focus requirement. Students will write and revise a series of short response papers to practice some of the key moves in constructing academic arguments in anthropology. Some of these writing tasks include defining narrow central claims and roadmaps, working with sources in different contexts, connecting one's work to theoretical debates, and using evidentiary support. These response papers also provide a foundation for a final, short research paper and presentation on a topic of your choice.

411 Museum Anthropology (Theory)**Geoffrey White****TR 12:00-01:15**

What sort of place is "the museum" in the new millennium? How has the idea of the museum traveled across cultures? How do museums function to select and shape the stories that count as national histories? This course will take up these questions by looking closely at different kinds of museum-like places (ethnographic museums, art museums, historic sites, war memorials, theme parks) in different societies, with particular emphasis on museums in Hawai'i, the Pacific and Asia.

The course will explore these questions through case studies and student projects in order to provide students with an opportunity to do their own "ethnography" through fieldwork. Students will be encouraged to do their own projects by applying anthropological approaches to the study of museums online and in Hawai'i.

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Student Learning Objectives:

1. Learn to think critically about museums as a cultural category dependent on societal assumptions about culture, history, and identity.
2. Understand the relation of museums to other kinds of cultural institution such as historic sites, memorials and theme parks.
3. Acquire knowledge of the diversity of museum practices across cultures and through time.
4. Learn to evaluate the ethics of producing public representations of collective culture and history; learn about the ethical codes that guide research in this area.

412 Evolutionary Anthropology (Theory)
W 03:00-05:30**Terry L. Hunt**

Goals: Anthropology 412 is an upper-division course providing an overview of evolutionary theory applied to questions of human culture and behavior. Our focus is on areas of evolutionary thinking in anthropology that go beyond human biology. Specifically, we will consider areas of theoretical development that have proven productive and seen rapid growth in anthropology in the application of Darwinian evolutionary theory to culture and human behavioral ecology. We will examine these domains for ethnology, archaeology, and to a lesser extent biological anthropology and historical linguistics, exploring unifying concepts and themes in evolutionary theory as an explanatory framework. The course is organized as a lecture/seminar and discussion format. Active student participation requires a careful and thorough reading of the assigned materials. The grading of the course reflects this intent.

Topics: Some topics we will cover include:

- Evolution versus orthogenesis (i.e., Darwin vs. Spencer et al)
- Basis of evolutionary ecology in behavioral and cultural domains
- Cultural transmission
- Phylogenetics and ethnogenesis
- Foraging models
- Risk reduction (e.g., sharing, reciprocity)
- Co-evolutionary models (plants and animals)
- Reproductive ecology and demography
- Signaling, bet-hedging
- Competition and social hierarchy

Learning Outcomes: In this course our primary objectives, or student learning outcomes, will be for students to:

1. identify the historical distinctions of evolutionary thinking in anthropology and evaluate both its foundations and enduring significance to explaining cultural change and human diversity;
2. critically examine the contemporary role of evolutionary theory in anthropology, including its diverse subfields (we will consider archaeology and ethnology in greater detail);
3. explore the growing body of evolutionary theory in explaining culture, cultural transmission, human behavioral ecology, and models for various models for complex societies and their organization;
4. gain a critical appreciation for the explanatory potential of evolutionary models in considering the “big” questions of cultural change for anthropology.

Students will realize these outcomes through careful reading of selected literature, both historical and contemporary, lectures, discussions, a series of guided writing assignments, and essay examinations.

414 Linguistic Anthropology (Theory)
MWF 10:30-11:20**Emanuel Drechsel**

This class examines the relationships of language to culture and society from a broadly defined anthropological perspective, and focuses on the following major themes:

- * Nature of language and culture as contrasted with other forms of communication and behaviors
- * Language and thought (with special attention to the question of linguistic and cultural constraints on “the human mind” or linguistic relativity)
- * Language as a means of social identity (including relations between language on the one hand and age, gender, “race” or ethnicity, prestige, power, and additional social factors on the other)
- * Various topics of a specifically sociolinguistic nature (such as the role of language in socialization and education, first-language acquisition versus second-language learning, bi- and multilingualism, literacy, etc.)
- * Language change and its sociocultural dimensions (including sociocultural implications of historical-linguistic reconstructions, language contact, and language death)

ANTH/IS/LING 414 will also pay some attention to the sociolinguistic situation of the Hawaiian Islands, which includes an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of “Pidgin” (Hawaiian Pidgin-Creole English) as part of a review of pidgins and creoles.

Objectives:

Overview of the fourth branch of anthropology, inviting students of language and languages to the study of the extralinguistic domain as well as introducing anthropology and other social-science students to a broadly conceived linguistics; improved writing skills along with an enhanced proficiency in developing and organizing research projects. NOTE: This class will fulfill an upper-division writing-intensive (WI) requirement.

Prerequisites:

Introductory cultural anthropology; recommended: introductory linguistics

Texts:

Duranti, Alessandro. 2009. *Linguistic Anthropology. A Reader*. Second edition. Malden, Mass.: Blackwell Publishing

Foley, William A. 1997. *Anthropological Linguistics. An Introduction*. Latest edition. Malden, Mass.: Blackwell Publishing

Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. Fourth or latest edition. White Plains, NY: Longman.

(plus some readings on language change and its sociocultural dimensions and Hawaiian Pidgin-Creole English)

446 Southeast Asian Cultures (Area)
TR 09:00-10:15**Jonathan E. Padwe**

This course examines Southeast Asia from the perspective of its peoples. What are the enduring arrangements of power and belief that distinguish this region, and how have these arrangements been transformed by processes of globalization, modernization and development? To answer these questions, we will explore some classic themes in the study of the region: relations between lowland states and their highland neighbors; colonialism, nationalism and wars of national liberation; “mandalas” of power and the relations between centers and peripheries; the role of women in Southeast Asian societies. We will also dedicate ourselves to more intensive case studies of specific topics. For instance, we will investigate in some detail the question of land in Southeast Asia – its use, its meanings, and the ways that it is possessed as property. Similarly we will discuss the question of national borders in the region, and the movements of people, things and ideas across them. ANTH 152 and/or other significant experience in cultural anthropology is a prerequisite for this course.

449 Anthropology of Melanesia (Area)
TR 01:30-02:45**Alex Golub**

This course is designed to familiarize students with the cultures of the area known as Melanesia: the countries of Papua New Guinea, the Solomon Islands, Fiji, and Vanuatu, as well as New Caledonia (part of France) and Papua (part of Indonesia). This semester our focus will be on Papua and Papua New Guinea. The class will be organized in a discussion format and will consist of a close reading of a small number of works. The focus will be on a deep understanding of cultural systems, and how anthropologists analyze them.

Who Should Take This Course?

Upper-class, honors, or smart and ambitious undergraduates.

Anthropology graduate students -- this class has an A (area) designation.

Anyone who is interested in Melanesia, Papua, or Papua New Guinea.

Anyone interested in ethnography -- how to read it and how to do anthropological analysis of culture.

After You Take This Class You Should Be Able To:

1. Find and label the countries of Melanesia and their capitals on a map.
2. Compare your own studies and experiences with Melanesia: When you go to a wedding or read about towns in Morocco, you should be able to think to yourself ‘now how would they do this in Papua New Guinea?’
3. Analyze ethnographic materials in the same way as the authors we read.
4. Rock other anthropology classes with your superb analysis of the rhetorical structure of the ethnographies you read.
5. Explain the cultures of Melanesia in the broader context of colonialism and decolonization: the next time someone tells you the Solomon Islands is full of primitive headhunters, you should be able to convince them they are wrong.
6. Participate in an academic seminar in which a class discusses ethnographic texts

462 East Asian Archaeology (Area)
TR 10:30-11:45**Barry V. Rolett**

This course examines the ancient history of East Asia, with a focus on the last 10,000 years. Among the topics we explore are: the origins of Neolithic village life and the adoption of agriculture, the rise of complex societies, and evidence for the origins of the Austronesians (including Polynesians) on the coast of southeast China. The course is oriented towards problems and themes, rather than dates and cultural sequences. Recurrent themes include the impact of climate change on ancient cultures and the dynamic relationship between humans and their environment. We pay particular attention to the archaeological evidence for China and Japan. The instructor has active archaeological research projects on the Neolithic cultures of southeast China and the emergence of East Asian seafaring.

This is a writing-intensive class. There will be a 15 page research paper and other shorter writing assignments. Students will also develop and give short powerpoint presentations on key topics. This course is designed for upperdivision undergraduates and graduate students. We welcome all students who are interested in East Asia.

464 Hawaiian Archaeology (Area)
TR 07:30-08:45**Jennifer Kahn**

This course provides an in-depth introduction to the archaeology and pre-contact history of the Hawaiian Islands. Our focus will be on the pre-contact period but we will also briefly discuss transformations in the post-contact era. We will investigate evidence for when the islands were first settled and data pertaining to the elaboration and efflorescence of Hawaiian culture. Topics to be discussed include: Hawaiian Island resources and environments, timing of island colonization and settlement, origins of Hawaiians and contacts with Eastern Polynesia, household archaeology and daily life, subsistence economies, craft production, status and the emergence of socio-political hierarchy, monumental architecture, ideology, and the origins of socio-complexity.

Prerequisites: Anthro 210 or equivalent or Instructor approval.

Required Reading: *Feathered Gods and Fishhooks* (P.V. Kirch 1985) and assigned readings

467 Biomedicine and Culture (Method or Theory)
MW 12:00-01:15**Eirik J Saethre**

Although often represented as 'science' that is devoid of cultural assumptions, Western (or allopathic) medicine reflects and constructs social, political, economic and moral beliefs. This course will examine medical ideas, narratives, technologies, and treatments in an exploration of the social and cultural dimensions of biomedicine. Topics include: the construction of HIV risk categories, the immune system, public health laws and segregation, medical concepts of race, clinical trials in the developing world, the marketing and use of pharmaceuticals, the role of medical technology in diagnosis, interpretations of amniocentesis, the commodification of fetal sonograms, the use of genetic databases, and the invention of post-traumatic stress disorder.

473 Lithic Analysis in Archaeology (Method)
TR 12:00-02:30**Christian E. Peterson**

This course is a basic introduction to the manufacture and analysis of flaked and ground stone tools. The approach is tripartite: typological, functional, and technological. We will discuss raw material properties and selection, production/reduction techniques, classification, formal tool description and analysis, waste product (debitage) identification and aggregate analysis, use-wear studies, and quantitative approaches to the study of stone tools. And we will examine the ways in which lithics analysis can enlighten us about past human behavior in both small scale and more complex societies. Students will work with both archaeological and experimental collections, and engage in stone tool replication themselves. Prerequisite: ANTH 210 and ANTH 380.

Textbook:

Odell, George H. 2003. *Lithic Analysis*. New York: Springer. ISBN-10: 0306480689; ISBN-13: 9780306480683.

481 Applied Anthropology (Method)
MWF 09:30-10:20**Jan M. Brunson**

This course uses case studies to examine the application of anthropological methods and concepts to solving practical human problems such as homelessness, addiction, domestic violence, maternal morbidity, conflict over resources, and the loss of indigenous languages. In the process, we will discuss the ethics and challenges of conducting applied research. Includes a significant service-learning component that involves volunteering for a local organization and reflecting on one's experience through writing.

Required Texts:

Bourgois, Philippe, and Jeff Schonberg, 2009, *Righteous Dopefiend*. Berkeley: University of California Press.

Davis-Floyd, Robbie, et al., eds., 2009, *Birth Models that Work*. Berkeley: University of California Press.

Weiss, Jennifer R., and Hillary J. Haldane, eds., 2011, *Anthropology at the Front Lines of Gender-Based Violence*. Nashville: Vanderbilt University Press.

482 Environmental Anthropology (Theory)
TR 12:00-01:15**Jonathan E. Padwe**

This course examines the anthropology of environmental problems, broadly construed. Drawing on cases from around the world, we will discuss questions of access to, and the use, distribution and degradation of natural resources. We investigate forms and practices of environmental exclusion and explore social movements that seek to lessen environmental harms or improve the management of resources or the conservation of nature. Specific topics to be considered include international development, climate change, indigenous knowledge, and natural and unnatural disasters. The course will cover approaches to these issues grounded in political economy and post-structural social theory, and will engage with contemporary discussions of the epistemology of nature, political ecology, and the cultural politics of ecological science. ANTH 152 is a prerequisite for this course.

484 Japanese Popular Culture (Area)
TR 09:00-10:15**Christine R. Yano**

This course examines various issues in contemporary life in Japan through its popular culture and consumption. This is not a survey of pop culture forms. Rather, through manga, anime, karaoke, pop music, baseball, tourism, and other sites in everyday life, we will explore the forces by which Japan shapes and gets shaped. The course takes as its assumption that popular culture is a particularly rich node of culture, power, interaction, and consumption. This process of rethinking Japan will revolve around topics of nationalism, gender, sexuality, class, and globalization.

Students will be required to think through issues in the course through reading, writing, and discussing. The class aims to be as interactive as possible, with field sites, videos, and in-class assignments. No previous knowledge of Japan is necessary.

486 Peoples of Hawai'i (Area)
TR 12:00-01:15**Ty P. Kawika Tenga**

This course critically examines the historical and contemporary experiences of various peoples of Hawai'i. We will focus on the ways that individuals come to see, know, enact, and practice their membership in larger collectivities that are both institutionally and self-defined along the lines of race/ethnicity, culture, history, gender, class, land, and residence. The stakes of knowing ones place in Hawai'i continue to rise as indigenous claims for land and sovereignty, state and national political restructurings, and global flows of knowledge, capital and bodies confound older ways of understanding "local" identity/ies. We will first undertake a critical examination of the cultural and political history of the islands, with special attention given to assertions and counter-assertions of Hawaiian and American power and authority at the critical junctures of "statehood" and "annexation." We then examine the ways in which the hierarchies of Hawai'i's plantation society were built upon particular configurations of race, class and gender. The linked rise of militarism and tourism led to important cultural and political shifts that still structure much of island life. In response to such forces, the "local" provided critical commentary on the global. Today, performances of ethnicity and community are held in tension with an increasingly unstable multicultural model and an ever-expanding Hawaiian nationalist movement. We will focus on these and a number of other issues covered in the texts *The Value of Hawai'i: Knowing the Past, Shaping the Future* (Howes and Osorio, 2010), *Waves of Resistance: Surfing and History in Twentieth-Century Hawai'i* (Walker, 2011), *The Painted King: Art, Activism, and Authenticity in Hawai'i* (Wharton, 2011), and a course reader.

490 History of Anthropology (Theory)
TR 09:00-10:15**Charles Fred Blake**

Historical survey of watershed ideas, intellectual genealogies, and personalities that form the modern discipline of anthropology. This includes an understanding of the historical and discursive contexts for the advent and spread of these ideas and the personalities whose published writings received the most notoriety. Although our emphasis is on the modern discourses (e.g., theories of social evolution, structural functionalism, structuralism and semiotics, linguistic and cognitive, cultural materialism--ecological, functionalist and Marxist--and practice theories), we also take up the postmodern challenges and intellectual currents in interpretive ethnography, literary and feminist and

other critical theories that have redefined the calling of anthropology. Classes are mostly lectures (based on PowerPoint presentations). This is a rigorous academic course which requires attending class sessions and active learning.

602 Linguistic Anthropology (Theory)
W 01:30-04:00

Andrew Arno

The central concerns of linguistic anthropology are with the relationship between language and the rest of culture and with the way that language is actually used in cultural settings. The overall objective of this course is to provide an advanced introduction to some important topics in linguistic anthropology. These include:

- a) basic philosophical views of language as human action
- b) language, thought, and culture
- c) performativity
- d) ethnography of communication
- e) power, agency, and discourse

We will attend to the mutual influences of linguistic theory and methodology on the one hand, and anthropological theory and methodology on the other.

Grades will be based primarily on three two-hour exams. However, performance on classroom assignments and general quality of contributions to classroom discussions will also be taken into consideration.

603 Archaeology (Theory)
T 01:30-04:00

Miriam T. Stark

This is a graduate core course in the Department of Anthropology, with a sub-disciplinary emphasis on archaeology. This seminar provides a critical, synthetic review of method and theory as it is applied to explanation and interpretation in archaeology. The intellectual goal of the course is to develop critical and analytic skills, while familiarizing ourselves with a range of archaeological literature. In addition, we will cover the “theoretical” literature of archaeology. The perspective used in this course draws heavily from the Americanist tradition of archaeology, with contributions from British and European archaeology as well. Our focus on explanation and interpretation will lead us to major questions, such as the origins of agriculture and social complexity, that archaeologists and anthropologists have long attempted to answer.

The course is organized in a sequence that begins with philosophical discussions of theory, explanation, and the structure of archaeological knowledge. We discuss several paradigms of archaeology, and attempts to explain culture change and diversity. As a graduate level seminar, this class combines lectures, student presentations and discussion. Course requirements include regular participation in discussions, a midterm, a final, and a term paper.

608 History and Memory (Theory)
M 02:30-05:00**Geoffrey White**

Stories about the past (sometimes called histories) play a central role in the life of nations, social movements, and personal lives. Given the close affinity of “memory” and “culture,” anthropology has long taken a special interest in stories about the past, especially the collective past. This seminar will explore a variety of disciplinary approaches to contemporary memory-making, emphasizing the ethnographic study of historical representation and the contestations that surround it. In particular, we will ask how the tools of ethnography may be used to analyze the poetics and politics of cultural memory, whether in ordinary conversation, museums, media, or grand ceremony.

How and where is collective memory created in today's globalizing societies? What are the social and political conditions of remembering and forgetting? In answering these questions we will explore historical representation in a variety of media (oral narrative, textbooks, film, photographs, architecture, the internet) and institutional sites (such as museums, memorials, commemorative practices, tourist sites, malls).

The seminar will provide an opportunity for students to pursue ethnographic and historical projects that extend their own research interests. Seminar assignments and discussions will encourage collaborative work and critical dialogue about the assumptions and strategies of current approaches to social memory.

611 Contemporary Anthropological Theory (Theory)
T 01:30-04:00**Charles Fred Blake**

We take up some long-standing issues in economic anthropology through readings and discussions around theories of value, especially of K. Marx, G. Simmel, M. Mauss, and K. Polanyi and their followers, innovators, and critics. Emphasis is on the origin and nature, variation and difference between and within capital and ‘non-capital’ formations. Formations include modalities of the state and of social reproduction. Emphasis is on what anthropology contributes to discussions of ‘the economy’ by examining alternatives to conventional institutions. Participants are expected to prepare readings, take part in discussions, and write and present a seminar paper on a relevant topic.

640E Method/Theory in Archaeology Economics (Method or Theory)
M 01:30-04:00**James M. Bayman**

This seminar focuses on theoretical and methodological issues that concern a broad spectrum of past economies from the perspective of anthropological archaeology. Initially, the seminar will emphasize defining “economic archaeology,” tracing its history and development and examining its relevance to contemporary archaeology. The bulk of the seminar, however, centers on critically evaluating the utility of different theoretical frameworks and archaeological models that have been proposed to explain ancient economies. We will also explore the social and ecological factors that have governed the production, circulation, and consumption of material means and established points of articulation between subsistence economies and political economies. A diverse array of topics will be considered, including land tenure and property, economic intensification and craft specialization, household organization and labor deployment resource allocation, and exchange. We examine these topics

through reading and in-class discussions using a case-study approach. Each student is expected to gain a valuable knowledge of economic archaeology that can be productively applied to his/her own research, irrespective of geographical or topical speciality.

645 Historic Preservation (Method or Area)
M 03:30-06:00

William Chapman

This course serves graduate students in the Graduate Certificate in Historic Preservation program and students in Anthropology, Geography, History, Planning, Architecture, Tourism and any other field with an emphasis on Cultural Heritage Management and Historic Preservation. It also serves students in the Applied Archaeology and Anthropology programs in the Department of Anthropology. The focus of the course is federal, state and local historic preservation laws and their impacts on the protection and recording of historic and cultural sites. A major component will be the existing series of federal laws and Hawai'i State laws pertaining to cultural resource management. The course will also discuss case law, particularly zoning and land-use laws, as they impact historic preservation in Hawai'i and elsewhere.

The course includes lectures, student presentations, videos, guest speakers and discussion. Students will be expected to contribute strongly to the class sessions, making presentations on the existing laws and completing a term paper and class presentation. There is also a take-home Mid-Term Exam. There will also be weekly reading assignments; the grading is based on the following:

Participation	15%
Short presentations	15%
Book Report	20%
Midterm	15%
Project and Final Presentation	<u>35%</u>
	100%

Students are also encouraged to attend the annual "Experts at the Palace" lecture series, held at the Old Archives Building on the Iolani Palace Grounds, Thursdays, January 15-February 18.

Readings:

U.S. National Park Service. *Federal Historic Preservation Laws: The Official Compilation of U.S. Cultural Heritage Statutes*. Washington, D.D.: U.S. National Park Service, 2006.

Thalia Lani Ma'a. *Laws of Historic Preservation in Hawai'i*. Honolulu: Office of Hawaiian Affairs, 1998.

Thomas F. King. *Cultural Resource Laws and Practice*. 3rd ed. Walnut Creek, Calif.: Altamira Press, 2008.

Additional Readings available on-line as indicated.

667 Biomedicine and Culture (Method or Theory)
MW 12:00-01:15**Eirik J Saethre**

Although often represented as ‘science’ that is devoid of cultural assumptions, Western (or allopathic) medicine reflects and constructs social, political, economic and moral beliefs. This course will examine medical ideas, narratives, technologies, and treatments in an exploration of the social and cultural dimensions of biomedicine. Topics include: the construction of HIV risk categories, the immune system, public health laws and segregation, medical concepts of race, clinical trials in the developing world, the marketing and use of pharmaceuticals, the role of medical technology in diagnosis, interpretations of amniocentesis, the commodification of fetal sonograms, the use of genetic databases, and the invention of post-traumatic stress disorder.

670 Applied Archaeology Practicum
TBA**James M. Bayman**

The practicum in applied archaeology is to provide students in the MA Track in Applied Archaeology with opportunities to acquire hands-on training and experience under the direction of practicing professionals employed in cultural resource management archaeology and/or historic preservation in Hawai‘i, the Pacific, and Asia. Locales where these practicum opportunities may be undertaken for graduate credit through UH Manoa include (but are not limited to) private cultural resource management firms, state and federal government agencies, museums, universities, and private educational foundations. Agencies and organizations who might offer practicum internship sites may include the Bishop Museum, State Historic Preservation Division, the National Park Service, Office of Hawaiian Affairs, and various private archaeological consulting firms.

All practicum activities will be conducted under the direct supervision of an individual and/or an organization that holds a current antiquities permit in the State of Hawai‘i (or a comparable permit if the practicum activities take place outside of the U.S.). Each student will undertake her/his practicum with a designated working archaeological professional in the community, and this supervisor will work closely with the UH instructor of record in tailoring the practicum to fit both the student's educational needs and the supervisor's professional resources.

676 Recording Historic and Cultural Resources (Methods)
T 03:30-06:00**William Chapman**

The course is intended to familiarize students with the basic techniques used in the recording and evaluation of historic buildings and other cultural features. Emphasis will be on field survey methods, the compilation of inventories, and evaluations of significance and/or integrity. Students will become familiar with State of Hawai‘i's own survey and registration process, with both inventories and methodologies for field surveys of cultural resources in other states and countries, and will also be introduced to the requirements of the National Register of Historic Places Program of the federal government. There will be further introductions to basic architectural and other historic resource descriptive terminology, methods of researching the history and contexts of historic properties, and some training in the preparation of site plans.

This year's project will focus on a study and evaluation of early 20th century houses in Hawai‘i, particularly Honolulu.

Students will be required to complete a short preparatory exercise, either involving the compilation of research materials or a brief synopsis of research (approximately 10-pages); and to participate in a relatively extensive field exercise. As a lecture/laboratory (or studio/practicum) course, students will be expected to devote at least 3 hours a week to the field component of the project. There will also be weekly reading assignments as well as a classroom presentations; the grading will be based on the following:

Participation	25%
Assignments and Exercises	25%
Project and Final Presentation	<u>60%</u>
	100%

Students are also encouraged to attend the annual “Experts at the Palace” lecture series, held at the Old Archives Building on the Iolani Palace Grounds, Thursdays, January 15-February 18.

Required Texts:

John J. G. Blumenson, *Identifying American Architecture*. New York: W. W. Norton, 1981.

John A. Burns, *Recording Historic Structures*. Washington, D.C.: AIA Press, 1989 (Library only)

Supplemental:

Virginia and Lee McAlester, *A Field Guide to American Houses*. New York: Alfred A. Knopf, 1985. Available through Amazon and in local bookstores as well as the UH Bookstore.

Additional Readings available on-line as indicated.

**711 Research Design and Proposal (Method)
W 01:30-04:00**

Miriam T. Stark

This seminar focuses on the design of research and the preparation of a research proposal. As such, the seminar is separated into two parts. First, we review how to build a research design: its components and integration. This section of the seminar will include coverage of how research proposals are organized and what kinds of criteria are used to evaluate them. We will also examine different kinds of research (basic, applied), the way in which research is conceptualized within each kind, and the creation of effective designs and proposals. Second, you will review examples of funded research proposals and examine them in terms of research design and writing the proposal. The focus on proposals is useful not only because grant writing is an important skill in its own right, but also because an effective proposal involves all elements of research design—from statement of the problem to data analysis. Finally, you will write a research proposal based on work that you expect to do. By the end of the course, you should be able to:

- * Formulate a feasible research question, and design research to answer it;
- * Discuss the ethical implications of research;
- * Analyze quantitative data with computer-based skills;
- * Critically evaluate your own research and that of other social scientists; and
- * Submit a grant proposal for extramural funding of your dissertation research.

The class will draw from a variety of readings that will be available in electronic format through Laulima.