

**DEPARTMENT OF ANTHROPOLOGY  
COURSE DESCRIPTIONS  
FALL 2002**

**150(1) Human Adaptation  
MWF, 10:30-11:20**

**Alice G. Dewey**

The course starts with an examination of the principles of biological evolution and their application to changing human adaptations tracing the physical development especially the crucial increase in the brain and the resulting shift to a dependence on intelligence, tool use, and social cooperation as the essential factors in human survival. Archaeology traces the development of various adaptive styles of dealing with the environment and social and cultural anthropology provides ways of understanding living human cultures. A close study of selected cultures will attempt to clarify the logic of their economic, kinship, political, religious, etc. systems and their interaction and the way they guide people's lives and give meaning to their relationship with each other and with their environment.

There are two mid-terms consisting of objective questions and brief essays, one covering physical anthropology and one archaeology, and a similar two hour final covering social and cultural anthropology.

**151 Emerging Humanity  
Sec. 01, MWF, 08:30-09:20  
Sec. 02, MWF, 10:30-11:20  
Sec. 03, TR, 09:00-10:15**

**Miriam T. Stark  
Staff  
Staff**

This course fulfills the Global and Multicultural Perspectives requirement of the General Education Core. Anthropology provides a uniquely long-term perspective on the emergence and global development of humanity over the last 5 million years. This course introduces students to the fossil record of human biological evolution and the archaeology of culture in the world prior to ca. AD 1500. Topics we examine include (but are not limited to): the development of technology, language, and sociopolitical institutions. We will also consider the origins of plant and animal domestication, the genesis of cities and urbanism, and the political and ecological consequences of human impact on the natural environment.

Anthropology offers cross-cultural perspectives on human behavior, and is exceptionally valuable to students in a variety of majors.

**152 Culture and Humanity  
Sec. 01, MWF, 08:30-09:20  
Sec. 03, TR, 10:30-11:45**

**Nancy Kleiber**

This course fulfills the Global and Multicultural Perspectives requirement of the General Education Core. This course introduces students to the discipline, theories and methods of cultural anthropology. It provides information about the organization of human behavior in other societies, both past and present, and in our own. In addition, it provides some new ways of thinking about the nature and challenges of being human.

**Course Goals:**

1. Become familiar with the concepts and vocabulary used in the discipline of cultural anthropology.
2. Explore cultural anthropology's major theoretical approaches, and its methodologies, including the experience of conducting fieldwork in a variety of cultures.

3. Compare and contrast cultures in different geographical regions, examining the complexity and variability of human experiences.
4. Practice critical thinking skills, applying anthropological insights to our own life experiences and to social/cultural problems facing our global, multi cultural society.

**REQUIRED TEXTS:**

Kottak, Conrad P. *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. McGraw - Hill College. Second Edition, 1999 [or more recent edition]

Plus TWO of the following ethnographies, which are available at The Bookstore:

Becker, Anne. *Body, Self, and Society*. University of Pennsylvania. ISBN 0-8122-3180-5 (paper). [Fiji, rural village]

Chambers, Keith and Anne Chambers, *Unity of Heart*. Waveland Press. ISBN 1-57766-166-4 [paperback] [Polynesian atoll]

Kondo, Dorinne. *Crafting Selves*. University of Chicago. ISBN 0-226-45044-9 (paper) [Japan, urban women]

Shostak, Marjorie. *Nisa*. Vintage Books. ISBN 0-394-71126-2 (paper) [Africa, hunting and gathering band, desert]

Small, Cathy. *Voyages: From Tongan Villages to American Suburbs*. Cornell UP. ISBN 0-8014-8436-7 [paper] [Polynesia and California]

Stack, Carol. *All Our Kin*. Harper. ISBN 0-06-131982-1. [U.S. urban poor]

Turnbull, Colin, *The Forest People*. Simon and Schuster. ISBN 0-671-64099-2 Pbk. [Africa, hunting and gathering band]

**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.

The course will be based largely on a series of "modules." A module is an integrated set of discussion exercises, films, lectures, and written assignments on a topic, such as marriage; food, body, and self; or belief systems. Texts for the course will consist of two ethnographies (an ethnography is a description of a culture)--*Veiled Sentiments: Honor and Poetry in a Bedouin Society* by L. Abu-Lughod, and *The Balinese* by S. Lansing; a collection of anthropologist-in-the-field stories--*The Naked Anthropologist* edited by P. DeVita; and selected articles on various topics of interest.

**200(1) Cultural Anthropology**  
**TR, 12:00-01:15**

**Christine R. Yano**

This course is required for all anthropology majors and is intended to introduce the field of cultural anthropology through concepts and issues. We will examine the project of cultural anthropology by tackling its central concept--culture. Through books, films, discussions, in-class exercises, and a small fieldwork project, we will examine the concept of culture and its centrality in anthropology

Required texts:

Abu-Lughod, Lila, *Veiled Sentiments*

Gill, Tom, *Men of Uncertainty*

Ito, Karen L., *Lady Friends*

**210 Archaeology**  
**MWF, 10:30-11:20**

**Michael W. Graves**

In this course the student obtains a broad introduction to the various facets of archaeological inquiry. The fundamental assumptions of archaeological theory are presented for debate, and the methods which follow from theoretical propositions are examined. Interspersed with these topics we will consider the techniques by which archaeologists obtain information about the unobserved past in both the field and laboratory. Throughout the course illustrative materials will be employed to show how archaeologists operate in their dual role as social and natural scientist. The intent of this class is to provide a foundation for understanding how archaeology is actually accomplished from field work to laboratory analyses to the testing of hypotheses about the past.

**215 Physical Anthropology**  
**TR, 09:00-10:15**

**Michael Pietrusewsky**

Physical anthropology is a biological science which focuses on adaptations, variability, and the evolution of humans and their nearest relatives, living and fossil. Because human biology is studied in the context of human culture and behavior, physical anthropology is also a social science.

This course serves as an introduction to the field. The areas to be covered include the principles of evolution, biological basis of life, Mendelian and population genetics, human diversity, human (climatic) adaptability, growth and nutrition, biological classification, the biology and behavior of non-human primates (primatology), and the study of primate and human fossils (paleoanthropology).

A separate laboratory (1 credit) is offered in conjunction with this course. All those registered for the lecture course are required to register for the lab (ANTH 215L). Separate grades will be given for each course.

Required texts:

R. Jurmain, H. Nelson, L. Kilgore, & W. Trevathan (2002). *Introduction to Physical Anthropology*. 9th ed. Wadsworth Publ. Co.

Grading:

3 lectures exams (2 midterms @ 20 pts. & final @ 30 pts.)	70 pts
3 film reviews (@ 5 pts.)	15 pts
Unannounced quizzes	<u>15 pts</u>
Total	100 pts

Extra Credit:

The option of earning 5 extra points (to be added to final grade) is made available through approved projects. Read handout and see course instructor.

**215L Physical Anthropology Laboratory**

**Michael Pietrusewsky**

**Sec. 01: W, 08:30-11:20**

**Sec. 02: W, 12:30-03:20**

This lab course accompanies Anth 215. Concurrent enrollment in both courses is required. The labs will meet once a week for 3 hrs.

Purpose/Objectives of Course:

This course serves as the laboratory study of human and population genetics, human variability, primatology, human osteology, and human and primate paleontology. There will be assigned reading and assignments from the required textbook for this course. Eleven lab assignments are to be completed for a grade. The laboratory assignments will augment the material covered in the lecture portion of this course and provide ample opportunity for understanding the subject matter, concepts, and principles through observation, demonstration, and problem solving. In addition to completing two lab assignments, students are required to take lab practical exams.

Grading:

11 graded lab assignments (worth 60% of final grade) and two lab practical (@ 20%).

Required Textbook::

France, D. L. 2001. *Lab Manual and Workbook for Physical Anthropology*. Fourth edition. Wadsworth Group.

**305 History of Anthropology (Theory)**

**C. Fred Blake**

**TR, 10:30-11:45**

This is a historical survey of leading discourses and intellectual genealogies that form the modern and the late-modern or postmodern discipline of anthropology. This includes an understanding of the historical contexts and conditions for the advent and spread of these discourses and the personalities whose published writings received the most notoriety. Although our emphasis is on the modern discourses (e.g., theories on social evolution, structural functionalism, structuralism and semiotics, language and cognition, cultural materialism--ecological, functionalist, and Marxist—and practice theories), we also take up the postmodern challenges and intellectual currents in interpretive ethnography, feminist and other critical theories that have redefined the calling of anthropology. Classes are mostly lectures (based on PowerPoint presentations). Some time is allotted to question-and-answer discussions of assigned readings. For undergraduates, three quizzes (multiple-choice questions plus essays) and class participation determine the course grade. I welcome and encourage graduate students to take this course. Of course, graduate students are held to a

different standard.

There is a high probability that we will use a published textbook, R. Jon McGee and Richard L. Warm, *Anthropological Theory: An Introductory History*, 1996. If I have time, however, I will put together a packet of readings to substitute for this textbook; my intention is to reduce the monetary cost and increase the academic value and relevance of the readings.

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

**Andrew Arno**

The visual dimensions of anthropology—the uses made of films, photographs, drawings, and museum displays—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, 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.

**322 World Archaeology II (Theory)**  
**MWF, 12:30-01:20**

**James M. Bayman**

The course description for this course will be posted on our website when it becomes available.

**323 WI/Pacific Island Archaeology (Area)**  
**TR, 10:30-11:45**

**Terry L. Hunt**

This course is an intensive introduction to the archaeology and prehistory of the Pacific Islands. We will discuss the origins, expansion, and rich cultural diversity of Pacific populations from over 40,000 years ago to the recent past. Our geographic coverage includes Greater Australia, Melanesia, Micronesia, and Polynesia. Problems of chronology, the evolution of human diversity, and patterns of interaction are the focus of some analysis. The course considers environmental and landscape change, the development of social complexity, and other current research questions in critical light.

**350 Pacific Island Cultures (Area)**  
**TR, 12:00-01:15**

**Heather Young Leslie**

Using a wide variety of ethnographic, literary, web, and film sources with both academic and lay perspectives, we will explore the cultural patterns (similarities and contrasts) and contemporary issues of various Pacific peoples with particular reference to the interrelations of history, ecology, gender and post-coloniality. This course fulfills the Writing Intensive Focus designation. Required readings come from a wide variety of texts, to be announced in the first class.

**384 Skeletal Biology (Method)**  
**TR, 01:30-02:45**

**Michael Pietrusewsky**

This lecture/laboratory course serves as an introduction to the study of human skeletal anatomy (human

osteology) and the methods for studying human skeletal remains. Human osteology serves as the foundation for studies of human remains that have been recovered from a variety of contexts including archaeological, medicolegal (forensic), and palaeontological ones.

The topics to be addressed in the lecture portion of this course include skeletal anatomy, the excavation and treatment of human remains, bone and cartilage histology, bone growth and development, the methods for determining age-at-death, sex, stature, and ancestry from human remains, dental anthropology, metric and non-metric skeletal variation, palaeodemography, paleopathology, forensic anthropology, population studies, and specialized methods (e.g., isotope analysis, DNA from bone etc.) of skeletal research. Some lectures on basic human osteology will augment the laboratory for this course.

Students will learn the basic anatomy of the skeleton through the assigned readings and by attending the lectures and laboratory sessions of this course. Basic human osteology will be examined on the first written exam and first lab practical exam.

Students enrolled in this course are required to be concurrently enrolled in the lab portion of this course, Anth 215L.

Lecture Exams: 2 written (mid-term and final).

Skeletal Biology Research: In addition to time spent in the lab completing lab assignments, students will be assigned special on-going osteological projects during the semester for a total of 10 hrs.

Grade computation: Identical grades for the lecture and laboratory portions of this course will be given based on the following: Written mid-term exam = 10%; Final written exam = 15%; First lab practical = 10%; Final lab practical = 15% ; 10 lab assignments = 45%; Research lab = 5%.

Required Texts:

White, T. D. *Human Osteology*. 2<sup>nd</sup> edition. San Diego: Academic Press. 1999.

Buikstra, J.e. and E Ubelaker (eds). *Standards for Data Collection from Human Skeletal Remains*.

Arkansas Archaeological Survey Research Series 44. 1994.

**384L Skeletal Biology Lab (Method)  
TR, 03:00-04:25**

**Michael Pietruszewsky**

The anatomy of the human skeleton and teeth as well as the methods for doing research using human skeletal remains are covered in the laboratory part of this course. The first 6 weeks of the course will be devoted to learning human osteology. Students will complete their lab assignments on the following topics:

1. Bone and cartilage histology
2. Subadult age determination methods
3. Adult age determination methods
4. Sex determination methods
5. Ancestry
6. Cranial variation
7. Infracranial variation, stature
8. Dental anthropology
9. Paleopathology
10. Paleodemography and data analysis

Concurrent enrollment in this course and Anth 384 are required.

Required Texts: Same as Anth 384.

Grading: See grading scheme for Anth 384.

**415 Ecological Anthropology (Theory)**  
**TR, 10:30-11:45**

**Leslie E. Sponsel**

Ecological anthropology explores how culture influences the dynamic interactions between human populations and the ecosystems in their habitat. This semester the course successively surveys the following four approaches: cultural ecology, historical ecology, spiritual ecology, and political ecology. Each of these approaches will be critically analyzed through overview lectures; slide-lectures from the instructor's fieldwork in Ethiopia, Colombian and Venezuelan Amazon, southern Thailand, and northern New Mexico; specially selected videos; and student panel discussions of book-length case studies. Throughout the course the focus will be on relationships between biodiversity and cultural diversity.

The final course grade will be based on a panel discussion of a book as a case study (30%); mid-term and final take-home essay examinations (20%, 30%); and class attendance and active participation including on the course web site (20%).

Every student is required to thoroughly read and discuss each of these three textbooks:

Townsend, Patricia K., 2000, *Environmental Anthropology: From Pigs to Policies*.  
Crumley, Carole L., ed., 2001, *New Directions in Anthropology and Environment: Intersections*.  
Molnar, Stephen, and Iva M. Molnar, 2000, *Environmental Change and Human Survival: Some Dimensions of Human Ecology*

Every student is required to thoroughly read and discuss a fourth book of their own choice as a case study for a panel discussion (listed in order covered):

Berkes, Fikret, 1999, *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*.  
Krech III, Shepard., 1999, *The Ecological Indian: Myth and History*.  
Martin, Calvin Luther, 1992, *In the Spirit of the Earth: Rethinking History and Time*.  
Picchi, Debra, 2000, *The Bakairi Indians of Brazil: Politics, Ecology, and Change*.  
James, Bernard J., 1997, *A Fourth World: An Anthropological-Ecological Look at the Twenty-First Century*.

**416 Economic Anthropology (Theory)**  
**MWF, 12:30-1:20**

**Alice G. Dewey**

The course outlines the major issues in economic anthropology and attempts first to take theoretical concepts drawn from Formalist economics (land, labor, capital, maximizing, utility, risk, etc.) and rephrase them so that they are more suited to use in analyzing non-Western socio-economic systems. The Substantivist approach, associated with Karl Polanyi, will be analyzed and compared to the Formalist approach. The relationship between the economic systems and the society within which it is embedded will be dealt with. Examples will be drawn from a wide variety of societies from hunting and gathering, through modern times. The problems resulting from economic development will be discussed as they affect both Western and non-Western societies

**422 Anthropology of Religion (Theory)**

**Leslie E. Sponsel**

**T, 01:30-04:00**

After a brief overview of the anthropology of religion in general, this course focuses on these aspects of *Buddhism* emphasizing an *anthropological* perspective: theories and methods for research; underlying unity or core principles; diversity in the thought, practice, and life of both laity and clergy in cross-cultural perspective; Asian monks in the West and Western monks in Asia; rites of passage and rites of intensification; sacred places and pilgrimages; temple and forest monks; monks and medicinal plants; economy and social organization; nationalism, state, colonialism, and politics; art, music, and literature; relation to other religions (animism, shamanism, Christianity, Islam, syncretism); ethics and values; problems and issues from the individual to the societal and global levels with special attention to environmental and peace activism (including concerns about weapons of mass destruction and terrorism); nonviolence, social criticism, socially engaged practice, sociocultural change, liberation and revitalization movements; cyberspace revolution; 21st century; and critical implications for basic, applied, advocacy anthropology.

These topics will be covered through a combination of lectures by the instructor and guests, general class discussion, panel discussions of case study books, videos and slides. The instructor will also discuss his ongoing field research on aspects of Theravada Buddhism in Thailand. Guests from local Buddhist temples and lay communities will be invited as respondents to the panel and other discussions as well as to represent ethnic differences in Buddhism. Group field trips and/or individual fieldwork may also be arranged.

Every student is required to thoroughly read and discuss one case study book which they select from a bibliography on the course web site plus each of these four textbooks in the order listed:

Klass, Morton, 1995, *Ordered Universes: Approaches to the Anthropology of Religion*.

Renard, John, 1999, *Responses to 101 Questions on Buddhism*.

Reynolds, Frank E., and Jason A. Carbine, eds., 2000, *The Life of Buddhism*.

Chappell, David W., ed., 1999, *Buddhist Peacework: Creating Cultures of Peace*.

The grading criteria for this course will be determined in consultation with students.

**425 WI/Medical Anthropology (Method or Theory)  
TR, 09:00-10:15**

**Nina L. Etkin**

The general aim of this course is to introduce Medical Anthropology as a cross-cultural study of health and illness from a perspective that is both biological & cultural, evolutionary & contemporary, holistic & comparative. Disease experience is examined in the context of local cultures and global political dynamics. More specifically, Medical Anthropology offers a cross-cultural perspective on health and human experience, including the sub-themes: gender, ethnicity, and illness; evolution and the distribution of disease; perceptions of the body and the design of therapeutics; curing with symbols, sorcery, and plants; imperialism, colonialism, and health; western (bio)medicine in developing societies; complementary and alternative medicines.

**468 Archaeological Theory & Interpretation (Theory)  
TR, 01:30-02:45**

**Terry L. Hunt**

Anthropology 468 is an intensive and critical overview of theory and explanation in archaeology. The course includes lectures and seminars (i.e., student presentations).

We begin with an examination of science, theory, and systematic empiricism. These fundamentals have



been widely misunderstood, and are at the root of many debates among archaeologists and anthropologists. We go on to consider archaeologists' attempts to explain cultural change, including the major questions prehistorians have long attempted to answer. We will also examine the paradigms and debates which have shaped archaeology's changing goals.

Students will develop critical thinking and analytic skills while covering much of the archaeological literature considered "theoretical."

ANTH 468 is strongly recommended for all anthropology graduate and undergraduate students specializing in archaeology. This course, like History of Archaeological Thought, is a companion to the Archaeology graduate core course.

**483 Japanese Culture and Behavior I (Area)**  
**TR, 09:00-10:15**

**Christine R. Yano**

This course attempts to grapple with the culture and behavior of Japan, not as a homogeneous, smooth-running whole, but as a series of complex, subtle, and fluid series of snapshots. Our goal is to develop an understanding which encompasses the interplay between stereotypes and their shifting antitheses. As we examine concepts, values, arrangements, structures, and behavior which go into the making of culture, we include their construction, challenges, and transformations over time in Japan.

Film will be an important part of our intellectual endeavor. By combining weekly readings and lectures with feature-length films and critical discussion, students will engage with both the structures which shape contemporary Japan, as well as the "anti-structure" of lived lives and other disruptions. Films will be viewed on a bi-weekly basis, prepared for by lecture, followed by discussion. Students will be asked to write a series of short papers based on the films, incorporating lectures and readings. These short papers will be the basis of the final examination.

Required texts:

Joy Hendry, *Becoming Japanese*, 1986

Yuko Ogasawara, *Office Ladies and Salaried Men*, 1998

John Traphagan, *Taming Oblivion*, 2000

**488 Chinese Culture: Ethnography (Area)**  
**TR, 09:00-10:15**

**C. Fred Blake**

This is a series of lectures and discussions on the anthropology of China from the late imperial period to today. The focus is on aspects of tradition, old and new. We begin with a survey of historical and regional variations including overseas settlements. This is followed by a discussion on changing formations of social stratification / mobility from late imperial times. Other big topics include changing traditions of interpersonal conduct, gender stratification, family and kinship, ritual and religion, food and medicine. Assigned readings accompany each of these topics. There may be several minor quizzes aimed at getting everyone interacting and familiar with the same basic facts. But the main portion of student grades comes from timely participation in course activities and a writing intensive project.

Depending on interest and opportunity, we may schedule field trips to observe sites relevant to Chinese culture in Honolulu. This course attempts to accommodate undergraduate and graduate students, also students specializing in China or in some other area or endeavor. Each student may develop, in consultation with me, his or her own writing intensive project. The only requirement is that this project address a course-relevant problem of culture in China or among ethnic Chinese (overseas) from an anthropological point of view.

**602 Linguistic Anthropology (Theory)**  
**T, 03:00-05:30**

**Jack Bilmes**

Objectives of the course:

- 1) To introduce and explore important topics in what has been called linguistic anthropology.
- 2) To investigate the mutual influences of linguistic theory and methodology on the one hand, and anthropological theory and methodology on the other.
- 3) To explore some current approaches to language use that have influenced (and been influenced by) anthropology.

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)**  
**W, 02:30-05:00**

**Miriam T. Stark**

The graduate archaeology core is the foundation course for our graduate program in archaeology. It provides a critical and synthetic review of archaeological method and theory in the last five decades. The intellectual goal of the course is to develop critical and analytic skills, while familiarizing ourselves with the range of archaeological literature that represents our field today. We read and discuss a representative variety of recent theoretical frameworks in archaeology; no single approach is privileged in this survey course.

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 begins with philosophical discussions of theory, explanation and the structure of archaeological knowledge, and then moves through four basic sections: (1) the practice of archaeology; (2) the structure of archaeological knowledge; (3) an introduction to archaeological methods; and (4) case studies in archaeological analysis. Selections from synthetic volumes on archaeological theory provide context for case studies and essays that we read during the semester, and the course uses a seminar format.

**605 Discursive Practices (Method or Theory)**  
**W, 01:30-04:00**

**Andrew Arno**

The discursive practice approach in anthropology deals with the processes by which cultural meanings are produced and understood. It subsumes, but extends well beyond, the traditional field of linguistic anthropology and is central to contemporary cultural anthropology, especially its concern with ethnographic methods. The key objective of a discursive practice approach is to develop theories and techniques relevant to the analysis of meaningful behavior in actual situations. Discursively oriented anthropology treats the full range of social forms and practices. It cuts broadly across virtually all the substantive categories of anthropological study, including legal and political anthropology, medical anthropology, the anthropology of the mass media, religion and ritual, and others that will be discussed as examples in the course.

The introductory part of the course will explore the foundations of discursive practice theory and method in

the philosophy of language. Developments from Wittgenstein onward represent a major breakthrough in anthropological understandings of such diverse and important concepts as rules, categories, emotions, systems, and others. Implications for anthropological theory and method will be considered. Both micro and macro analyses of discourse will be addressed. Extending the insights of the approach to less obvious research settings in which notions of what constitutes interaction and negotiation are extended in time, space, and modality represents an important challenge to the development of discursive methodologies. The course will examine attempts in anthropological research to study the interactional production of cultural meaning in theatrical and ritual performance, mass mediated communication, and in built structures and culturally construed objects including art, relics, monuments, and commodities.

**640C Method & Theory in Arch.: Environmental (Method or Theory) Michael W. Graves  
M, 01:30-04:00**

This seminar will review and assess the literature on landscape archaeology, with particular attention paid to the method and theory of landscape archaeology as it has developed in Americanist archaeology over the past decade. This topic in archaeology overlaps with distributional archaeology, geoarchaeology, ecological or environmental archaeology, evolutionary archaeology, social archaeology, historical ecology, formation processes in archaeology, settlement pattern archaeology, post-processual archaeology, and evolutionary ecology, to name just a few. Its roots can be traced back to the emergence of cultural evolutionary approaches in Americanist archaeology and the New Archaeology and to the close connection between geography and archaeology in the UK.

Landscape archaeology allows us to face in two directions simultaneously. First we can examine the social conceptualization and the creation of meaning as they are applied to human landscapes. And second we can describe and interpret environmental factors that interact with human activities and which contribute to the distribution of archaeological materials and humanly induced landscape changes.

Although Professor Graves is listed as the instructor for this seminar, the archaeology program faculty at UH Manoa (including Drs. Bayman, Hunt, and Stark) will participate in co-teaching this course. This will mean that different faculty will lead the seminar over different portions of the course. Additionally, faculty along with senior graduate students in the department, graduate affiliate faculty, and archaeological researchers in the community will be asked to present their research for discussion purposes. Each student in the seminar will be assigned one of the weekly topics to overview and will be expected to assist in the discussion of that week's topic. Students in the seminar will also prepare a research paper related to landscape archaeology.

There are no texts for this course, although a couple may be recommended. Rather, a series of readings from various books and journals will be compiled and assigned. While examples of landscape archaeology from Pacific and Asian contexts will be included in the readings for this seminar, we will also read related research in landscape archaeology from other areas of the world.

Schedule

Week	Topic
1	Introduction to Environmental and Landscape Archaeology
2	History of Landscape Approaches in England
3	History of Landscape Approaches in the US
4	Theoretical Perspectives 1: Meaning and Interpretation
5	Theoretical Perspectives 2: Social Action and Constructed Spaces
6	Theoretical Perspectives 3: Settlement and Ecology

- 7 Theoretical Perspectives 4: Evolutionary
- 8 Methodological Issues 1: Formation Processes and the Landscape
- 9 Methodological Issues 2: Archaeological Units, Sites, and the Landscape
- 10 Methodological Issues 3: Reconstructing Past Environments
- 11 Methodological Issues 4: Regional Scale Measurements over Time
- 12 Hot Topic 1: Human Induced Environmental Impacts/Changes
- 13 Hot Topic 2: The Integration of Settlements, Territories, and Social Action
- 14 Hot Topic 3: The Distribution of Resources and Strategies for their Use
- 15 Hot Topic 4: Organization and Change in Human Settlement Systems
- 16 Presentation of Student Research Papers

**640F Method & Theory in Arch.: Underwater (Method or Theory)  
T, 03:00-05:30**

**James M. Bayman**

This graduate seminar on underwater archaeology is designed to serve as a core course in the University of Hawai'i Graduate Certificate in Maritime Archaeology and History. The seminar introduces students to the history, theory, methods, and substantive concerns of underwater archaeology. Particular attention will be given to the types of investigations and environments in which underwater archaeology is conducted and its theoretical contributions to the broader field of problem-oriented anthropological archaeology. Topics that we will consider include the archaeology of inundated sites, shipwrecks, legal and ethical aspects of underwater archaeology, historical research, curation and field preservation, and methods and techniques of site discovery and excavation.

Format and requirements: 1) class meetings, 2) critique of readings and related assignments: members of the class should read all of the assigned reading for each session, and distribute a 1-2 page abstract on this reading. A modest number of brief written assignments that are relevant to the course will be completed at various points during the semester, 3) guest speakers and 4) term paper (written submission and oral presentation).

**710 Seminar in Research Methods (Method)  
M, 02:30-05:00**

**Geoffrey White**

This seminar provides an introduction to ethnography, including the politics and ethics of participatory research, methods for cultural analysis, and elements of research design. We will concentrate on practices of interviewing and recording often used in ethnographic research, including methods of analysis concerned with the interpretation of talk and social action. Discussion of the politics of ethnography and problems posed by the social contexts of research will inform the seminar's work throughout.

Much of the learning in this seminar will be through doing. Through the development of individual projects, students will gain experience with organizing and conducting their own ethnographic research. This will include carrying out various styles of interviewing, generating notes and transcripts, and interpreting their significance. Several types of discourse analysis will be discussed and applied to the analysis of texts, conversation, interview protocols, and life stories generated by student projects. Data- and text-processing software useful for handling fieldnotes, bibliographic information and other textual materials will also be discussed.

Given that one of the hallmarks of ethnographic methods is an open-ended style that allows adaptation to local conditions, the seminar will afford an opportunity for students to develop and explore individual interests in the context of collaboration with the seminar.

Required texts

Briggs, Charles L. 1986. Learning How to Ask.  
Gee, James Paul 1999. An Introduction to Discourse Analysis.  
Rabinow, Paul 1977 Reflections on Fieldwork in Morocco.

Optional texts

Linde, Charlotte. 1993. Life Stories: The Creation of Coherence.  
Marcus, George E. 1998. Ethnography Through Thick and Thin.  
Smith, Linda Tuhiwai. 1999. Decolonizing Methodologies: Research and Indigenous Peoples

**750C    Research Seminar: Medical (Area or Theory)  
          W, 01:30-04:00**

**Heather Young Leslie**

This graduate level seminar course will examine the wide range of healing practices (medicines, massage, surgery, songs), ideologies and health issues in contemporary Pacific societies. The focus is cross-cultural and comparative. A course pack will provide the initial basis for class readings, and will be supplemented through out the course.