

DEPARTMENT OF ANTHROPOLOGY
COURSE DESCRIPTIONS
FALL 2003

151	Emerging Humanity	
	Sec. 01, MWF, 08:30-09:20	Ethan Cochrane
	Sec. 02, MWF, 10:30-11:20	Alice G. Dewey
	Sec. 03, MWF, 12:30-01:20	Ethan Cochrane
	Sec. 04, TR, 09:00-10:15	Barry V. Rolett
	Sec. 05, TR, 12:00-01:15	John Dudgeon

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	Jaida Samudra
	Sec. 01, MWF, 10:30-11:45	
	Sec. 02, MWF, 11:30-12:20	
	Sec. 04, TR, 12:00-01:15	

This course provides a general overview of cultural anthropology for students who are likely to pursue careers in other fields. The fundamental concepts and methods of anthropology are shown to be relevant for understanding and working in a rapidly changing world. Cultural anthropology is the study of the diversity of contemporary human societies. It includes questions of how human beings define themselves and learn to belong to different social groups and how they deal with social, symbolic, and material worlds in culturally meaningful ways. Students are encouraged to critically examine their own taken-for-granted cultural backgrounds while exploring some of the variation of human behavior in other societies. Issues that concern all human beings, including identity, relationship, and physical and economic survival, can be better addressed through understanding a variety of cross-cultural responses and strategies. Objectives of this introductory course include:

- 1) Providing students with a vocabulary of key concepts in cultural anthropology;

- 2) Introducing students to some ethnographic methods also used in other social sciences;
- 3) Developing critical, holistic, and culturally informed perspectives on a variety of contemporary problems;
- 4) Encouraging students to appreciate and respect the rationality inherent in other ways of living, while at the same time finding commonalities amongst all human beings.

152(3) Culture and Humanity
Sec. 03, TR, 10:30-11:45

Nancy Kleiber

This course introduces students to the subject matter, 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 students will be involved in a series of field trips and research projects relevant to the materials covered in the course. Attendance and participation are required.

COURSE GOALS:

1. Become familiar with the concepts and vocabulary used in cultural anthropology.
2. Identify cultural anthropology's basic methodological and theoretical approaches through direct ex
3. Compare and contrast cultures in different geographical regions.
4. Apply anthropological insights to our own life experience, and to the social/cultural problems facing our global society.

REQUIRED TEXTS:

Bohannan, Paul, nd Dirk van der Elst: Asking and Listening: Ethnography as Personal Adaptation. Waveland Press, Inc., Prospect Heights, Illinois. 1998. ISBN 0-88133-987-3.
Spradley, James and David McCurdy: Conformity and Conflict: Readings in Cultural Anthropology. Allyn and Bacon, Boston MA. 2003. WISBN 0-205-35479-3.

ASSIGNMENTS AND EVALUATION:

1. **Attendance and Participation:**. This class emphasizes co-operative learning, students' perspectives, and the application of anthropological concepts and methods in our own lives. Attendance in class is required. Participation is evaluated on the basis of presentations, speaking in class, participating in small group discussions, and being prepared and willing to answer questions in class.
2. **Exams:** There will be three exams, based on information from the readings, videos, class presentations, field trips, and discussions. Exams may include both recognition and essay questions. Vocabulary lists and study questions will be handed out in advance.
3. **Participant-Observation:** Students will be involved in a series of participant-observation projects relevant to the methodological and theoretical issues covered in class.
4. **Research Report: Focus and content to be negotiated.**

165 Heritage Sites in Archaeology
MWF, 02:30-03:20**J. Lahela Perry**

The purpose of this course is to introduce, expose, and engage you in the disciplines of archaeology, Hawaiian and Pacific Islands studies, historic preservation, and heritage management. Training will be provided in traditional classroom settings, in the laboratory, in document repositories (libraries, archives, etc.), in fieldwork contexts, and at various locations on and off the UH Manoa campus. The goal here is to illustrate how the discovery and investigation of Hawaiian history through both archaeological and historical means can be related to and integrated with the history of related Pacific Islands, as well as preservation and management issues that span both the Pacific and the U.S. Additionally, we hope to demonstrate how interest in historic properties extends beyond their information potential for the profession to include aspects of stewardship, local/indigenous knowledge, and preservation and planning. The course will address the following areas:

- I. Principals and History of Archaeology
Including the limits of archaeological knowledge, historical sources, and examples of how archaeology and traditional sources differ
- II. Historical Research in Hawaii and the Pacific
Including Polynesian and Hawaiian prehistory and history
- III. Preparing for Research in Hawaiian Archaeology
Including how archaeology and preservation are related, research design and examples of each, how archaeology and preservation are related, research design, and research issues affecting archaeology in Hawaii and the Pacific
- IV. Fieldwork in Hawaiian Archaeology
Focusing on what is represented in the archaeological records and relatively nondestructive techniques for acquiring historical date
- V. Laboratory Work and Analysis
Including the linkages between historical sources of information and archaeological data, developing primary documentation of historic properties, and organizing information
- VI. Writing Up a Project
Focusing on both professional and public interpretation and placing work in a larger regional, cultural, or landscape perspective

You will be graded on a 600 point scale. A possible 400 points can be earned through the weekly assignments of 25 points. The assignments will vary from writing one-page response papers to presenting/debating a theoretical perspective amongst classmates. See assignments section for details of weekly assignments.

A field note journal will be worth 100 points. It is an opportunity for students to express their ideas and perspectives about the course. Additionally, the journal will serve as an opportunity for students to reflect on the weekly responses to the topic, class organization, readings, videos, guest speakers, and website assignments. The weekly entries must be at least 150 words (one page, well thought and clearly written reaction).

Class participation will be worth 100 points. This will be based upon your participation in class discussion, fieldwork, lab work, and assigned readings.

Textbooks:

Fagan, B. (2001). *In the Beginning: An Introduction to Archaeology*. Upper Saddle River, Prentice Hall.

Kirch, P.V. (1985). *Feathered Gods and Fishhooks: An Introduction to Hawaiian Archaeology and Prehistory*. Honolulu, University of Hawaii Press.

200(1) Cultural Anthropology
MWF, 09:30-10:20

Heather Young Leslie

*"Anthropology is, actually, a sly and deceptive science...
when it seems most insistently to be talking about the distant,
the strange, the long ago, or the idiosyncratic,
it is in fact also talking about
the close, the familiar, the contemporary..." (Clifford Geertz)*

This course is required for all anthropology majors (non-majors are welcome but are advised that a high level of commitment to anthropological perspectives are required of students attending this class). My goal in this class is to help students learn the core concepts essential for further studies in social and/or cultural anthropology, and then to begin to apply that knowledge to critical issues in the contemporary world. In the 1st few weeks of the course we will focus on developing basic competency in the core concepts (some of which you may have been introduced to in Anthropology 152). We will then move on to examine key referents and their relevance to today's world. Concepts such as 'culture,' 'identity,' 'difference,' 'power,' 'resistance,' 'tradition,' 'invention' 'interpretation' and 'cultural critique' derive from what anthropologists have learned (mostly from our relationships with indigenous and disenfranchised interlocutors), and have now become highly salient across the social sciences and in the humanities. In the 2nd half of the term, we will interrogate cultural anthropology's legacy, present and future. Lectures will be augmented with monographs, films, out-of class assignments, in-class exercises, an independent project and class presentations.

Required Texts:

Perry, Richard, *Five Key Concepts in Anthropological Thinking*

Ito, Karen L., *Lady Friends: Hawaiian Ways & the Ties That Define*.

Dunk, Tom, *It's a Working Man's Town: Male Working Class Culture in Northwestern Ontario*.
and either

Farmer, Paul, *Aids and Accusation: Haiti and the Geography of Blame*.

or:

Bourgois, Phillipe, *In Search of Respect: Selling Crack in El Barrio* (2nd Edition).

Recommended Reference Texts (Will Be on Reserve in the Library, some required readings may be assigned from these texts):

Geertz, Clifford *The Interpretation of Cultures*

Keesing, R. and A. Strathern, *Cultural Anthropology: A Contemporary Perspective* (3rd ed.)

Morrison, R. B. and C. R. Wilson (eds), *Ethnographic Essays in Cultural Anthropology*.

Richard Robbins, *Cultural Anthropology, a Problem Based Approach* (any edition).

Wagner, Roy, *The Invention of Culture*.

210 Archaeology
TR, 09:00-10:15

James M. Bayman

The purpose of this course is to provide students with an introduction to the methods and theory used by archaeologists to reconstruct and interpret past lifeways. The course examines: 1) the history, goals, and theory of archaeology, 2) methods for acquiring archaeological data, including site discovery and excavation, 3) techniques for analyzing artifacts and other archaeological remains, 4) approaches for reconstructing and interpreting the past, and 5) the relevance of archaeology to contemporary society. Although examples of real-world archaeological research will be used to illustrate key concepts, the course does not entail an in-depth review of the archaeology of any particular area.

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 MUST register for one of the lab sections (ANTH 215L). Separate grades will be given for each course.

Required texts:

R. Jurmain, L. Kilgore, W. Trevathan & H. Nelson (2003). *Introduction to Physical Anthropology*. 9th ed. Thomson/Wadsworth Publ. Co.

Grading:

3 lecture exams (2 midterms @ 20 pts.; final @ 30 pts.)	= 70 pts.
3 film reviews (@ 5 pts.)	= 15 pts.
Unannounced quizzes* (approx. 21; lowest 6 grades dropped)	= <u>15</u> pts.
Total:	100 pts.

Extra Credit:

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

Web Site: <http://www2.soc.hawaii.edu/css/anth/courses/anth215/index.htm>

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 theories that form the modern discipline of anthropology. This includes an understanding of the historical contexts and conditions for the advent and spread of these theories and the personalities whose published writings received the most notoriety. Although our emphasis is on the modern theories (e.g., on evolution, functionalism, structuralism, personality, cognition, ecology, interpretation, practice, and discursivity), we also consider some of the critical and post-modern challenges. Classes will be mostly lectures and

discussions of assigned readings. Three objective quizzes and class participation will determine the course grade.

322 World Archaeology II (Theory)
TR, 01:30-02:45

James M. Bayman

This Writing-Intensive course provides students with an in-depth introduction to the anthropological archaeology of ancient complex societies (i.e., states and empires) throughout the world to ca. AC 1500. Geographic areas that we will study include Africa, East/South and Southeast Asia, the Near East, and the New World. We will examine a variety of societies including (but not limited to) the ancient Nubians, Egyptians, Greeks, Romans, Aztecs, Inca and Maya. Topics we will consider during the course include the origin and elaboration of cities and urbanism, writing systems, economy and technology, monumental architecture, and socio-political organization in ancient civilizations. A major goal of this course is for students to develop an archaeological perspective on the different social, economic, and environmental factors that lay behind the emergence of ancient complex societies.

323 Pacific Island Archaeology (Area)
TR, 01:30-02:45

Barry V. Rolett

This survey course is an introduction to the prehistory of Polynesia, Micronesia, and Melanesia. We will examine archaeological evidence for origins of the Pacific peoples and for the series of migrations by which they succeeded in settling far-flung islands in diverse environments ranging from the equatorial tropics to temperate New Zealand. In studying the Polynesian chiefdoms, we will compare and contrast divergent sequences of development documenting the independent evolution of cultures descendant from a common ancestral heritage.

The instructor is actively involved with ongoing research in French Polynesia and China (tracing Polynesian origins to their ultimate source). This is a writing intensive class. Students will develop a 15 page paper focused on Pacific prehistory.

The course is open to both undergraduate and graduate students. Interested students in fields other than Anthropology are encouraged to enroll and should see the instructor for a waiver of the prerequisite.

350 Pacific Island Cultures (Area)
TR, 10:30-11:45

Andrew Arno

It can be argued that anyone living in Hawai‘i ought to become “literate” with regard to the cultures and histories of Pacific Island societies. Each person living here is part of an ongoing story of movement, settlement, and adaptation to island environments that has produced some of

the most distinctive cultural practices anywhere in the world. Although relatively small in population, the Pacific Islands span one-third of the globe, encompass about one fourth of the world's languages, and include some of its most unique ecological zones. The Pacific has been an object of European interest and fantasy since the earliest days of exploration, and continues to generate all kinds of exotic images, whether of paradise, of "disappearing" cultures, or threatened ecologies. In this course we will be concerned both with representations of the Pacific generated inside and outside the region, as well as with the experience of indigenous communities.

Pacific histories of travel begin with the far-flung voyages of Polynesian navigators and are followed by waves of European explorers, missionaries, and colonizers. These movements have produced dramatic, and often tragic, stories of cultural encounter and transformation. These experiences, past and present, have much to teach us about cultural interaction and identity formation, especially in small communities that contend with global flows of people, culture, and capital. Today island travelers continue to move through national capitals and metropolitan centers from Honolulu to Los Angeles and Auckland, fashioning new forms and identities that extend the boundaries of the Pacific.

In approaching this complex and changing region, this course will provide an overview of the diverse range of communities that make up the island region today, with particular attention to the interplay of culture and politics in shaping Pacific identities.

Requirements: Active student participation through contributions to class discussion is important (10%). The remaining 90 % of a student's grade will consist of two mid-term exams (20% and 20%), an assignment on visual culture in Hawai'i (10%), and a final exam (40%).

414 Linguistic Anthropology (Theory)
TR, 09:00-10:15

Michael Forman

"Linguistic anthropology" may be described as "an interdisciplinary field which studies language as a cultural resource and speaking as a cultural practice." topics to be taken up include "linguistic diversity, grammar in use, the role of speaking in social interaction, the organization and meaning of conversational structures, and the notion of participation as a unit of analysis." (both of these quotes are from Alessandro Duranti (1997) *Linguistic Anthropology*. Cambridge Textbooks in Linguistics)

If your background has not yet provided you with the experience which might make some or all of the phrases used in description above meaningful to you, perhaps this will give you a beginning idea of the contents of the course: the work under examination reflects "a science of language that is not divorced from culture and society." (Duranti (1994) from *Grammar to to Politics: Linguistic Anthropology in a Western Samoan Village*. University of California Press.)

Students will write summaries of the reading assignments. Depending on backgrounds of the students who enroll, there will either be three short papers, or perhaps a mid-term and a final

examination. Both undergraduates and graduates are welcome in the class; it should be understood that more will be expected from graduate students. No background in linguistics or in anthropology will be assumed. Students from any field are welcome.

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

424 Culture, Identity, and Emotion (Theory)
TR, 12:00-01:15

Geoffrey White

How do language and culture shape feelings, memory, and social identity? By the same token, how do emotions work to maintain social identities such as gender, ethnicity or nation? In what ways do culture and society influence memories of the past, whether recalled in life stories or represented in collective histories? This course explores these questions by examining the interplay of personal experience with social and political realities in a variety of contexts.

By placing emotion and self-understanding in comparative perspective, psychological “facts” often regarded as universal may emerge as specific to particular cultural worlds. Using recent work in anthropology and cultural psychology, this course aims to expand our understanding of the “psychological” in everyday life, seeing emotions and subjective experience as thoroughly social and cultural phenomena, at the same time as putting feeling into politics and history.

This is a writing intensive course (WI). Assignments are aimed at generating reflection and critical thought. The first part of the course introduces a number of key concepts (self, identity, memory, emotion, life history) as these have been studied across cultures. The second part uses several ethnographic studies to explore the production of emotional meaning in social life. Assignments include weekly reading notes, several short essay assignments, and a final paper.

Readings

Course reading packet

Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA, Harvard University Press.

Hochschild, A. R. (1983). *The Managed Heart : Commercialization of Human Feeling*.

Berkeley, University of California Press.

O'Neill, T. D. (1996). *Disciplined Hearts: History, Identity, and Depression in an American Indian Community*. Berkeley, University of California Press.

Ito, K. L. (1999). *Lady friends : Hawaiian Ways and the Ties that Define*. Ithaca, Cornell University Press.

425 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.

435 Human Adaptation to Forest (Theory)
TR, 10:30-11:45

Leslie E. Sponsel

The *topical focus* of this course is the changing niches of humans and anthropology in tropical forests and in relation to the environmental and social impacts of deforestation, mineral and oil extraction, and other problems. The *regional focus* is on the Amazon, although not exclusively. The *main approaches* are cultural, historical, political, and spiritual ecology. The course critically analyzes both *modernist and postmodernist* studies of indigenous societies in Amazonia, challenging and transcending anachronistic dualities such as nature/culture, natural/supernatural, primitive/civilized, forager/farmer, local/global, developing/developed countries, and biological/cultural anthropology. The politics and ethics of anthropology are discussed through scrutiny of the negative and positive aspects of the unprecedented scandalous controversy exposed by Patrick Tierney's book *Darkness in El Dorado*. The instructor will also discuss his own fieldwork in the Venezuelan Amazon on the ecology of the Curripaco, Yanomami, and Ye'cuana as well as on ethnoprimateology.

This course is reading, thinking, and discussion intensive, but not writing intensive. Syllabus details and grading criteria will be negotiated with students during the first two weeks of class.

Readings will be drawn mostly from the following:

Goulding, Michael, et al., 2003, *Smithsonian Atlas of the Amazon*.

Kricher, John, 1997, *A Neotropical Companion: An Introduction to the Animals, Plants, and Ecosystems of the New World Tropics*.

Slater, Candace, 2002, *Entangled Edens: Visions of the Amazon*.

Sponsel, Leslie E., ed., 1995, *Indigenous Peoples and the Future of Amazonia: An Ecological Anthropology of an Endangered World*.

Sponsel, Leslie E., et al., eds., 1996, *Tropical Deforestation: The Human Dimension*.

Wilson, David J., 1999, *Indigenous South Americans of the Past and Present: An Ecological Perspective*.

447 Polynesian Cultures (Area)
MWF, 01:30-02:20

Heather Young Leslie

The peoples and cultures of the part of the Pacific that we call ‘Polynesia’ discovered, colonized and still occupy a vast stretch of the Pacific Ocean habitat. They captured the imagination of the first non-islanders to come in contact with them, and have figured significantly in European and North American social and political thought ever since. Much of Anthropology’s early lessons, and the foundations of much anthropological theorizing and debate, is figured by attempts to understand ‘Polynesian’ culture and societies in Tonga, Tahiti, Tikopia, Hawai‘i, Samoa and Aotearoa. Questions such as: Who are the ‘Polynesians’? Where had these early explorers come from, how did they manage to discover the Pacific islands and atolls, how, and how much did they travel between islands, and how far could they go? What kinds of meanings did early Polynesians make of their natural and social environments, how did (and do) their social and political systems help them survive and prosper? What is a Polynesian aesthetic? In this class we will consider the ‘Polynesian’ peoples and culture of the past and into present. This will be more than an ‘area’ course. With the aid of early ethnographic and archaeological reports, current ethnographic and historical anthropological analysis, examination of material culture, art and aesthetic expression, contemporary debates within anthropology, field trips, guest lectures, films and individual projects, we will use this class to learn about and interrogate the notion of ‘Polynesia,’ and consider what it means to be ‘Polynesian’, in the past, and into the present.

458 Forensic Anthropology (Method)
TR, 01:30-02:45

Michael Pietrusewsky

Forensic anthropology is a specialized field of physical anthropology concerned with the application of the techniques of physical anthropology (and human osteology) to matters dealing with the law and the medico-legal professions. This course will provide an introduction to the method and theory of forensic anthropology. Some of the methods and topics to be discussed include the retrieval of burials and crime scene techniques, determination of the time interval since death, age-at-death, sex, ancestry, stature, traits of individuation, the cause and manner of death, facial reconstruction, testifying as an expert witness, legal responsibilities, ethical issues, case report writing, etc. The assigned reading will come from the required course textbooks and supplementary reading taken from the literature.

Organization of the course will include classroom discussions, lectures, laboratory assignments, and a field trip. A list of the topics to be discussed will be distributed at the first class meeting

along with the assigned readings for the course. Instruction will largely follow an interactive format. Students are expected to have completed all the required assigned reading prior to each class meeting and each is expected to participate in the general discussion. Students will be assigned (at least one class meeting in advance) individual readings from the assigned reading list and each is expected to lead the discussion of these readings/topics when the class meets. Students are urged to prepare a short written abstract of the reading(s) they are assigned each week which will serve to initiate discussion. The frequency of these assignments will be determined by the number of readings assigned that week and class size. Lectures, which will be given sparingly, will serve primarily as an introduction to the week's topic. The instructor will assess the work load periodically throughout the semester and make whatever adjustments might be necessary to adjust the quantity/quality of the assigned reading and laboratory assignments.

Assigned Reading:

A complete list of the assigned reading, taken from the required texts and other sources, will be issued the first day of class. A copy of all of the assigned reading (except assigned reading from the assigned texts) will be made available, at cost, at EMA Campus Copy, Campus Center.

Required Texts:

Moore-Jansen, P.M., S.D. Ousely, and R.L. Jantz (eds.) 1994. *Data Collection Procedures for Forensic Skeletal Material*. Forensic Anthropology Center, University of Tennessee, Knoxville.

Steven N. Byers (2002) *Introduction to Forensic Anthropology*. Allyn and Bacon, Boston.

Lab assignments:

Approximately eight laboratory assignments will be given throughout the semester. The first two labs will review basic human osteology. The remaining labs will concentrate on methods (age, sex, stature, race, etc.) and analysis of human remains in a forensic setting. At least one of the lab assignments will involve an actual forensic case which will require extra time to complete. All lab assignments will be turned in for a grade. Unless otherwise indicated, the lab assignments are due one week following the day they are set.

Grade Evaluation:

The final grade for this course will be calculated based on the following distribution: Midterm exam (includes written and practical) = 25%; Final exam (includes written and practical) = 25%; 8 Lab assignments (@ 5pts.) = 40%, Discussion/Attendance = 10%.

Pre-requisites:

Students should have successfully completed a course in human osteology or skeletal biology (Anth 384) before taking this course. Exceptions to this rule can be made through the consent of the instructor. No auditors please.

461 Southeast Asian Archaeology (Area)
TR, 10:30-11:45**Miriam T. Stark**

This course reviews the archaeology of Southeast Asia from the Pleistocene onward. As global interest grows in Asia and the entire Pacific Rim, so, too, has interest developed in the archaeological record of this region. In this course, we explore particularities of the Southeast Asian cultural sequence compared them with developments found elsewhere in the world. We examine four key changes through the developmental sequence: (1) the appearance of the first hominids, (2) the origins and timing of plant and animal domestication, (3) the timing and impact of early metallurgy in Southeast Asia, and (4) the emergence of sociopolitical complexity. We view these transitions in terms of general ecological adaptations, and frame our explanations of these transitions through a comparative archaeological perspective. We discuss methodological and theoretical issues germane to Southeast Asian archaeology, from uses of ethnographic analogy and historical records as data sources to applications of anthropological notions of ethnicity, culture change, and political economy to the archaeological record.

This course is designed for students with interests in archaeology (particularly Asia and the Pacific), Southeast Asian history, and Southeast Asia more generally. We welcome non-Southeast Asia specialists into the course, as well as non-archaeology students.

469 History of Archaeological Thought(Theory)
TR, 01:30-02:45**Miriam T. Stark**

This course is an historical survey of the development of archaeology as a discipline. Our initial discussion, concerning social contexts of science, establishes a foundation for examining the history of archaeological thought. We then begin the historical trek by focusing on antiquarianism and the birth of archaeology with the discovery of human antiquity. We next trace formative developments in the 19th century archaeological traditions of North America, Great Britain, Scandinavia, and France. We enter the 20th century to discuss the development of the culture-history approach, and focus on its methodological core by examining works by Childe, and others. Our survey then moves to debates on the goals of archaeology and the transition away from culture history: discussions of classification, culture areas, and migration, and provide fodder for dialogue.

From there, we address archaeological developments in the 1960s and 1970s to evaluate claims of the New Archaeologists and, later, the Processual School. We complete our historical review by examining tenets and contributions of "post-processual" archaeology in the last two decades, and pay particular attention to symbolic, critical, and feminist archaeology. Our class concludes with discussions concerning the future of archaeological thought in general.

Although this course focuses specifically on the history of archaeology, only an introductory course in archaeology is necessary for this course. Students with interests in the history of anthropological thought are welcome. So, too, are students with interests in either history or the philosophy of science.

481 Applied Anthropology (Method)
T, 01:30-04:00**Leslie E. Sponsel**

Applied anthropology is the use of anthropological perspectives, values, data, theories, methods, techniques, and skills for practical purposes in the real world--- the arenas of government, policy, law, law enforcement, and politics; business, industry, economic development, modernization, urbanization, and globalization; communication and cyberspace; education and schools; health and disease; environment, conservation, natural resources, hazards, and disasters; media, sports and entertainment; cultural resource management, sacred places, and religion; cultural survival and rights; and war, military, and security. Also it includes the application of anthropology to various *public sociopolitical issues and problems* such as racial and gender discrimination, environmental justice, refugees, human rights, and peace and nonviolent conflict resolution.

Applied anthropology was officially acknowledged as the *fifth subfield* of our profession by the American Anthropological Association as the job market shifted in the mid-1980s with more employment for graduates outside of academia than inside. The majority of introductory anthropology textbooks now recognize these facts. Furthermore, the growing maturity and importance of applied anthropology, especially since World War II, is reflected in the separate organizations of the Society for Applied Anthropology and the National Association for the Practice of Anthropology; the journals *Human Organization* and *Practicing Anthropology*; the establishment of applied training programs in about three dozen departments of anthropology since the mid-1970s; and, just in the last few years, the publication of superb textbooks and anthologies.

This course provides a thorough survey in depth of this fifth subfield, but with most attention to *cultural* aspects, methods, and results. Among the *methods* discussed are policy analysis and practice, needs assessment, program evaluation, social and environmental impact assessment, social indicators, questionnaires, interviewing key informants, focus groups, rapid rural appraisal, participatory action research, cultural brokerage, and social science portraiture. The *politics and ethics* of applied anthropology will also be scrutinized. Practical information, advice, and resources on *career* preparation and development will be offered.

Beyond seminars catalyzed by critical discussion and debate on readings and case studies, the instructor will discuss his own work in educational and environmental anthropology with the Ye'kuana and *advocacy anthropology* with the Yanomami in the Venezuelan Amazon; his advocacy work as a founding member and the first chair of the AAA Committee for Human Rights; and recently, applied initiatives in environmental anthropology and biodiversity research and conservation in Thailand. Others who have practiced applied anthropology will be invited to participate on occasion.

Readings will be drawn mostly from the following textbooks:

Ervin, Alexander M., 2000, *Applied Anthropology: Tools and Perspectives for Contemporary Practice*.

- Gwynne, Margaret A., 2003, *Applied Anthropology: A Career-Oriented Approach*.
- Higgins, Patricia J., and J. Anthony Paredes, eds., 2000, *Classics of Practicing Anthropology, 1978-1998*.
- McDonald, James H., 2002, *The Applied Anthropology Reader*.
- Nolan, Riall W., 2003, *Anthropology in Practice: Building a Career Outside the Academy*.
- Omohundro, John T., 2001, *Careers in Anthropology*.
- Stephens, W. Richard, and Elliot M. Fratkin, 2003, *Careers in Anthropology*.

483 Japanese Culture and Behavior I (Area)
MWF, 11:30-12:20

Linda Young

We examine the dominant emphases in Japanese social relations and behavior that inform Japanese strategies and responses. We anchor our discussion on the Japanese life course from childhood to adulthood to elder status and delve into such topics as kinship and family, the gendered pathways and socialization and maturation. Course requirements include a midterm, final, and a mini-fieldwork exercise/paper.

486 Peoples of Hawai'i (Area)
MWF, 10:30-11:20

Ty Kawika Tengan

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, language, gender, sex, class, land, residence, etc. 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 review the cultural and social background of indigenous Hawaiians, focusing especially on the impact of colonization and land alienation. We will then discuss plantation immigrants and the creation of "local culture." We also discuss other immigrant populations from the Pacific, Asia, and US continent. In recent years, the idea of the "local" has become contested, and we look at some of the shifts in its meanings and fissures in what was once thought to be a "multicultural paradise." Globalization, tourism, and the military continue to transform the political economy, environmental sustainability, and cultural diversity of the islands, and we explore just a few of the issues that are raised. We end where we began with an exploration of contemporary Hawaiian articulations of culture and sovereignty and explore its implications for all peoples of the islands.

488 Chinese Culture: Ethnography (Area)
MWF, 10:30-11:20**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.

610 Anthropology of Tourism (Theory)
M, 01:30-04:00**Geoffrey White**

As daily news in Hawai'i makes clear, global tourism is on the rise. But what is tourism in an age when "culture" itself is increasingly a traveling commodity? In what ways might the ethnographic study of tourism shed light on formations of culture and identity in a postmodern world? What are the social, cultural and economic consequences of tourism for host communities, especially the identity struggles of (post)colonial societies? What is the experience of tourists, performers and others who daily enact rituals of encounter in today's expanding circuits of tourist travel?

This course examines these questions by focusing on tourism institutions and practices in Hawai'i, Asia, and the Pacific. We will look at tourism in terms of its immediate practices of cultural display and performance as well as its political and economic contexts involving transnational flows of people, capital, and images.

Taking advantage of our location in one of the world's most well known tourist destinations, the course uses a mix of readings, guest speakers, and field trips to explore local tourist productions. Students will be encouraged to develop projects that afford the opportunity to develop research skills in the ethnographic study of tourism. The course is open to graduate students in anthropology and related fields.

Grading will be based on class participation (25%) and written assignments, including a weekly journal (30%) and a final paper of about 15-20 pages (45%). In addition to the collective work of

seminar discussions, each student will undertake an individual project to be presented in a final paper. Projects may involve brief fieldwork or other strategies of media analysis and library research.

Required Books

Course Reader

Downwind Productions. *Historic Waikiki* Series Number 1 – 4.

Desmond, Jane. 2000. *Staging Tourism: Bodies on Display from Waikiki to Sea World*

MacCannell, D. 1976. *The Tourist: A New Theory of the Leisure Class*.

Picard, M. & R. Wood. 1997. *Tourism, Ethnicity, and the State in Asian and Pacific Societies*.

Stanley, Nick. 1998. *Being Ourselves for You: The Global Display of Cultures*.

Urry, J. 1990. *The Tourist Gaze: Leisure and Travel in Contemporary Societies*.

Optional Books

Kincaid, J. 1989. *A Small Place*. New York: Plume

Kirshenblatt-Gimblett, B. 1998. *Destination Culture: Tourism, Museums, and Heritage*.

Lippard, Lucy. 1999. *On the Beaten Track: Tourism, Art and Place*

620F Theory in Social & Cultural Anthropology (Theory) Andrew Arno
“Theories of Law and Social Control in Social and Cultural Anthropology”
M, 01:30-04:00

This seminar style course will take a broad historical survey approach to theories of law and social control in anthropology. The ethnographic case study and cultural comparative perspectives will be emphasized as the element that distinguishes this field from jurisprudence or traditional legal sociology. Readings, lectures, and class discussions will center on the basic issues addressed by legal anthropology, and students will be introduced to important authors, from Maine de Biran to Merry, including the most influential such as Llewellyn and Hoebel, Gluckman, Bohannan, Nader, Moore, and others. Their ideas will be presented in terms of the classic debates that have shaped the subfield, including those about cultural relativism and law, morality and law, and the relation of law to language. The legal anthropology literature will be looked at in context of historical developments and trends in the global political economy, such as enlightenment inspired revolution, counter revolution, the emergence of the nation state, capitalism, colonialism, postcolonialism, and globalism. Broad currents in theoretical consciousness that have crosscut the social sciences and humanities, such as idealism, Darwinian evolution, Marxism, pragmatism, structuralism, and postmodernism will also be considered to the extent that they have participated in setting theoretical agendas in legal anthropology.

**710 Seminar in Research Methods (Method)
R, 12:00-02:30****Michael W. Graves**

This is a seminar for anyone who **MUST** write a research design or a proposal in anthropology and the social sciences. The presence of anthropologists of all stripes, as well as non-anthropologists, will ensure that it is a learning experience for everyone.

The basic idea of the seminar is to learn how to design research by designing one's own research, ultimately in proposal form. We will use the National Science Foundation format; it should be adaptable to other formats. In the seminar, we will review funded proposals, define our own topical, theoretical and methodological interests, and write up a proposal by stages. The end, hopefully, will result in a polished proposal.

The seminar members function as a review panel; assigned writings are distributed well in advance and criticisms are prepared for the seminar session. Expect discussion and a fair amount of writing.

You should be in or about to end the proposal (M.A. or Ph.D.) writing stage. expect a serious work commitment.

Texts:

David R. Krathwohl, 1988. *How to Prepare a Research Proposal: Guidelines for Funding and Dissertations in the Social & Behavioral Sciences*, third edition, Syracuse University Press.
L. F. Locke, W. W. Spirduso, S. J. Silverman, 1999. *Proposals that Work: A guide for Planning Dissertations and Grant Proposals*, fourth edition, Sage Publications.