

**DEPARTMENT OF ANTHROPOLOGY
COURSE DESCRIPTIONS
FALL 2006**

151 Emerging Humanity

Sec. 01, MWF, 08:30-09:20

Sec. 02, MWF, 09:30-10:20

Sec. 03, MWF, 10:30-11:20

Sec. 04, MWF, 11:30-12:20

Sec. 05, TR, 07:30-08:45

Sec. 06, TR, 12:00-01:15

Sec. 07, TR, 01:30-02:45

Sec. 08, TR, 03:00-04:15

Jaida Samudra

Jaida Samudra

Kelila Jaffe

Nancy I. Cooper

Barry V. Rolett

Robert Bollt

Miriam T. Stark

Nancy I. Cooper

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 09:30-10:20

Sec. 04, MWF, 12:30-01:20

Alex Golub

This course introduces students to the subject matter, theories, and methods of cultural anthropology. Students will learn to compare and contrast cultures in different geographical regions, utilize methodological and theoretical approaches through direct experience, and apply anthropological insights to both their own daily life and to wider issues in the contemporary world. Open to non-majors, recommended for majors.

152 Culture and Humanity

Sec. 02, MWF 10:30-11:20

Sec. 07, TR 1200-01:15

Regina Luna

Anthropology is the study of the human experience and all of the historical, biological and cultural diversity that this encompasses. As a holistic discipline, or science, anthropology covers all aspects of humanity—from birth to death, economic systems, politics, religion, language, gender, and everything else that is part of the human experience.

Cultural anthropology is more narrowly focused upon the varying behaviors of living peoples and how we give meaning to our actions and the world around us. We will study not only a diversity of places

and cultures, but also the diverse ways in which anthropologists have tried to analyze and interpret both cultural difference and sameness across the world.

These subjects are explored within the context of meaningful questions, such as: How can people begin to understand beliefs and behaviors that are different from their own?, How do societies give meaning to and justify collective violence? Why are some societies more industrially advanced than others? What can anthropology tell us about attempts to link intelligence and class? and more. Cultural anthropology requires that we put aside our preconceived notions of ourselves and other people.

In this class, you will not only be exposed to a variety of new cultures and ways of thinking, but will also gain valuable insight into your own way of seeing the world and acting in it; your culture(s). Welcome to the course!

Goals of this course:

- To provide an analysis of the range of variation and degree of uniformity in human behavior as revealed through comparative ethnographic study.
- To present a general introduction to cultural anthropology
- To attain insights into why other cultures are as they are and why we are culturally as we are -- to better understand the cultural problems of contemporary human existence.

Required Text:

Robbins, Richard H. 2006. Cultural Anthropology - A Problem-Based Approach, 4th Edition. Belmont, CA: Wadsworth Publishing Company. ISBN 0534640745

- This text provides a fresh look at cultural anthropology using active learning and critical thinking. Students are taught to recognize their own cultures as a basis for understanding the cultures of others. The text is organized around problems rather than topics, creating a natural and integrated discussion of such traditional concerns as kinship, caste, gender roles, and religion.

152 Culture and Humanity
Sec. 03, 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 Culture and Humanity
Sec. 5, TR, 07:30-08:45

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. This syllabus is a work-in-progress. It may be modified to suit circumstances.

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 experience.
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:

Bohannon, Paul, and Dirk van der Elst: *Asking and Listening: Ethnography as Personal Adaptation*. Waveland Press, Inc., Prospect Heights, Illinois. 1998. ISBN 0-88133-987-3.

McCurdy, David W. James Spradley and Dianna Shandy: *The Cultural Experience: Ethnography in Complex Society*. Waveland Press, Inc., Long Grove, Illinois. 2nd edition, 2005. ISBN 1-57766-364-0.

Plus ONE of the following ethnographies:

Abu-Lughod, Lila. *Veiled Sentiments*. University of California. ISBN 0-520-22473-6. [Egypt, rural village]

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]

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. Ethnography Reports: Students, in groups of five, will read classic ethnographies, and present the material in class. [This is fun!]
3. Participant-Observation: Students will be involved in participant-observation projects relevant to the methodological and theoretical issues covered in class.
4. Ethnographic Field Project: Focus and content to be negotiated.

152 Culture and Humanity
Sec. 06, TR, 09:00-10:15**C. Fred Blake**

This course is designed to convey the principal ideas of cultural anthropology and to apply those ideas to questions about modern life. This means learning how "to think anthropologically." Required readings include several ethnographic books and a number of articles. The articles will be posted on the Electronic Reserve Library. There will be two or three quizzes on the lectures and readings plus a possible term paper based on original investigation of a local cultural practice. On-time class attendance is required.

152 Culture and Humanity
Sec. 08, TR, 01:30-02:45**Jaida Samudra**

Cultural anthropology is the study of the diversity of contemporary human societies. It examines how human beings learn to belong to different social groups and how they deal with symbolic and material worlds in culturally meaningful ways. 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. 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, are addressed by examining a variety of cross-cultural responses and strategies. Comparative examples are mainly drawn from traditional and contemporary societies in Asia and the Pacific and the United States.

165 Heritage Sites in Archaeology
MWF, 08:30-09:20

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. Principles 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 data
- 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.

Grades will be based on the following criteria:

I. Assignments (Map; Library Assignment 1 & 2, 6E):	100
II. Exams (Asia and Pacific Map Test, Mid term I and II):	200
III. Final Project (25 proposal/75 paper and presentation):	100
IV. Journal (2 sets, each set 25 pts):	50
V. Class Participation:	<u>50</u>
Total	500/5=100

Required Textbooks:

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

200 Cultural Anthropology
MWF, 10:30-11:20**Nancy I. Cooper**

*Of all the human sciences and studies,
anthropology is most deeply rooted in the social and subjective experience of the inquirer
(Victor W. Turner)*

AIM: In this course students will begin the serious study of humanity from a cultural and social perspective, in preparation for a major or minor in the discipline of Anthropology. The course is also accessible to any serious student interested in cultural analysis. It is helpful if students have previously taken ANTH152. Consideration will be given, not only to the characteristics of people observed, but to the challenges and predicaments inherent in observing other humans. Students will learn basic concepts, theoretical approaches, and key terms by delving into some of the major problems in the contemporary world from an anthropological point of view. The texts include, Cultural Anthropology: A Problem-Based Approach (Richard H. Robbins), The Trobrianders of Papua New Guinea (Annette B. Weiner), and Voyages: from Tongan villages to American suburbs (Cathy A. Small). Students engaging in this course will gain insights into the roots of cultural clashes, read samplings of types of scholarship and descriptions of human lifestyles, and participate in discussions about current issues in the discipline today.

FORMAT: Lectures, discussions, and written materials will be rounded out by videos, slide shows, and firsthand accounts of fieldwork by the instructor.

REQUIREMENTS: Reading three texts; regular attendance and participation; two essays; three exams; and video responses.

GRADING: 10% attendance and participation
 20% two essays
 30% two midterms
 30% final exam
 10% video responses

210 Archaeology
MWF, 09:30-10:20**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 that 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 text:

R. Jurmain, L. Kilgore, W. Trevathan & H. Nelson (2005). *Introduction to Physical Anthropology*. 10th ed. Thomson/Wadsworth Publ. Co.

Optional text:

P.F. Whitehead, W. K. Sacco, and S. B. Hochgraf (2005) *A Photographic Atlas for Physical Anthropology*. Morton Publishing Company.

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)	=	15 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://www.anthropology.hawaii.edu/courses/anth215/index.htm>

215L Physical Anthropology Laboratory
Sec. 01: W, 08:30-11:20
Sec. 02: W, 12:30-03:20**Michael Pietrusewsky**

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

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)
TR, 10:30-11:45

C. Fred Blake

This is a historical survey of watershed ideas and intellectual genealogies 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). Some time is allotted to question-and-answer discussions of assigned readings. There may also be occasional pop quizzes at the end of sessions to test comprehension of reading and lecture materials. There are three principal exams for undergraduates (multiple-choice questions plus essays). Graduate students are exempted from the quizzes in order to write a research paper on a pre-approved topic concerning the history of anthropology. Attendance is recorded and constitutes a significant part of the overall grade. If you cannot attend sessions, do not register for this course. The reading load is composed of one "classic" ethnography and a number of original papers, generally one or two per session. The papers are accessible from the University's on-line electronic library.

316 Anthropology of Tourism (Theory)
TR, 12:00-01:15

Ty P. Kawika Tengan

The course takes a critical and comprehensive look at one of the leading global industries which affects all of our lives here in Hawai'i, tourism. The course will go through touristic processes and interactions, beginning with the marketing and imaging of place, going on to its consumption by tourists, and ending up with some of the impacts of tourism upon its hosts. During the course of the semester, students will use Hawai'i and many resources as a laboratory and classroom.

The course will also include frequent guest speakers, both from the travel industry and those more critical of it, as well as films. It will culminate in a field research project of the student's design, in consultation with the instructor.

Textbooks: Jane Desmond, *Staging Tourism*, Edward Bruner, *Culture on Tour* and Tim Edensor, *Tourists at the Taj*

323 Pacific Island Archaeology (Area)
TR, 12:00-01:15**Barry V. Rolett**

This writing intensive 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). 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.

330 Social Organization (Theory)
TR, 09:00-10:15**Andrew Arno**

It is impossible to understand anthropology without a thorough grounding in the study of kinship and social organization. For about one hundred years, from the 1870s to the 1970s, studies of kinship, marriage, and political organization in small scale societies dominated the field and defined what it meant to be an anthropologist and to do anthropology. As anthropological attention shifted, in the postcolonial period, to more complex societies and social situations, the more abstract approaches to kinship fell from favor, but the concern with social organization has persisted in new contexts of investigation. Today, the topic of kinship itself is making a resurgence and has become again a center of theoretical and empirical attention in anthropology. In Anth 330 students will gain a background in the classic anthropological approaches to kinship and social organization and will explore the contemporary directions that are being taken in this central domain of anthropology.

The course will be conducted in a lecture/discussion format. Attendance and participation are required. Evaluation will be based on a midterm exam, a final exam, and a term paper.

350 Pacific Island Cultures (Area)
TR, 01:30-02:45**Geoffrey White**

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 of failing states. This course will be concerned with representations of the

Pacific generated both inside and outside the region, as well as with the experience of indigenous communities. Using readings, film, and a web-based project on tourism, it will provide an overview of the societies that make up the Pacific Island region, as well as more in-depth consideration of the social and political forces that shape island societies today.

Requirements: Active student participation through attendance and contributions to class discussion is important (10%). The remaining 90% of a student's grade will consist of a mid-term exam (20%), in-class film assignments (25%), an assignment on Pacific tourism (15%), and a final exam (30%).

356 Women and Religion
TR, 10:30-11:45

Nancy Kleiber

In this course we will examine women's religious experiences from the perspective of the individual participants, the lay and professional practitioners, and the religious institutions in a variety of cultural traditions, including our own. We will use anthropological and feminist methodologies and analytical tools, and include our own experiences as part of the material to be studied.

Required Text:

Falk, Nancy Auer, and Rita M. Gross: 2001. *Unspoken Worlds: Women's Religious Lives*. [3rd edition] Wadsworth Thompson Learning, Belmont, Ca. ISBN 0-534-51570-3.

Plus readings and handouts.

COURSE GOALS:

1. To develop critical and ethical thinking, research, and analytical skills with a feminist perspective.
2. To explore individual, professional, institutional and ethical issues related to women's religious experiences and expressions.
3. To acquire and demonstrate skills in evaluating theoretical and factual materials relating to women and religion
4. To experience individual and team research projects and presentations of issues in women and religion.

380 Archaeology Lab Techniques (Methods)
TR, 01:30-02:45

Robert Bolt

In this course we will be learning how to analyze an archaeological assemblage from the first step (the screen bags), to the last (description, interpretation, and publication). We will be focusing on basic faunal analysis, shell analysis, lithic analysis, and additional artifact categories common to archaeological assemblages everywhere.

Required Text: The text will be available in a course packet, available at the beginning of the semester, and handouts.

Prerequisites: Archaeology 210 or equivalent.

415 Ecological Anthropology (Theory)
TR, 10:30-11:45**Leslie E. Sponsel**

Ecological anthropology is a mature topical specialization that crosscuts the five subfields of anthropology and has its own separate unit within the American Anthropological Association, journals (*Human Ecology*, *Journal of Ecological Anthropology*, *Ecological and Environmental Anthropology*, etc.), textbooks, listserv, and so on. UH graduate and undergraduate students may specialize in this subject through the Ecological Anthropology Program in which 415 is the required core course.

Ecological anthropology explores *how culture influences the dynamic interactions between human populations and the ecosystems in their habitat through time*. This semester the course successively surveys the five major approaches: primate ecology, cultural ecology, historical ecology, political ecology, and spiritual ecology. Each of these approaches will be critically analyzed through two overview PowerPoint lectures drawing on the penultimate draft of the instructor's textbook and also through one or more particular case studies including some from the instructor's fieldwork in the Venezuelan Amazon and/or Thailand. Videos and student panel discussions of case study books will also illustrate each of these approaches. Secondary themes are Hawai'i, global environmental change, and the relationships between biological and cultural diversity.

Anth 200 Cultural Anthropology and a basic course in biology or ecology are prerequisites for this course.

This course is writing intensive with five essay quizzes, a book review, and a final essay examination, all take-home exercises.

The following textbooks are required:

Marten, Gerald G., 2003, *Human Ecology: Basic Concepts for Sustainable Development*.
Merchant, Carolyn, 2005 *Radical Ecology: The Search for a Livable World* (Second edition).
Moran, Emilio F., 2006, *People and Nature: An Introduction to Human Ecological Relations*.
Townsend, Patricia K., 2000, *Environmental Anthropology: From Pigs to Policies*.

For more information see the instructor's homepage (<http://www.soc.hawaii.edu/Sponsel>).

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 and to a Marxist 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.

425 Medical Anthropology (Method or Theory)
MWF, 09:30-10:20

Heather Young Leslie

An introduction to the field of medical anthropology, with particular emphasis on intersections of cultural beliefs and practices associated with medicines, healing, health, the body, and the political economy of health.

Students will begin the term learning about the wide variety of health and healing concepts such as those fundamental to Humoral medicine (Ancient Greece, Mexico), Traditional Chinese Medicine (China), Ayurveda (India), Biomedicine (Euro-America), Homeopathy (Euro-America), La`au lapa`au (Hawai'i) and Faito`o Fakatonga (Tonga).

After midterm we will change focus to consider the ways in which historic, economic, social, environmental and cultural factors shape the lived experience of health, sickness, healing, and medical knowledge production.

Key themes will include: What is the role of ecology in sickness and health? What is 'alternative' medicine? Who gets sick, where, and why them? Whose children survive and whose do not? How is sickness different from illness and disease? What is the role of the physician/healer/shaman/curer, and how is their knowledge produced in different contexts? How are pregnancy, birth, aging and death medicalized? How do gender, age, sexuality, ethnicity, race and class figure in diagnoses and treatment? What are medical pluralism, medical syncretism and medical cosmopolitanism? How is technology related to diagnosis and treatment? What is the relationship of globalization, modernity and indigeneity in the transformation and resurgence of "traditional" healing practices and beliefs?

Grades:

Midterm Exam:	25 pts
Book Review & Presentation (Group)	15 pts
Essay	30 pts
Final Exam:	30 pts

Proposed Texts (Please consult with Professor at start of term before purchasing):

Leslie, Charles and Alan Young, Eds (1992) Paths to Asian Medical Knowledge. U California Press
 Hellman, Cecil G. (2000) Culture, Health and Illness. Butterworth Heinemann Press.

Plus ONE of the following:

Fadiman, Anne (1997) The Spirit Catches You and You Fall Down. Farrar, Straus & Giroux

or:

Drowzdow-St. Christian, Douglas (2002) Elusive Fragments: Making Power, Propriety and Health in Samoa. or:

Farmer, Paul 1999 Infections and Inequalities; The Modern Plagues. Berkeley, U. California Press.

Recommended Texts:

Patricia K Townsend, Ann McElroy

2003 Medical Anthropology In Ecological Perspective, Fourth Edition. Westview Press

444 Spiritual Ecology (Theory)
T, 01:30-04:00**Leslie E. Sponsel**

Spiritual ecology refers to scholarly and scientific studies of the dynamic relationships among religions and spiritualities on the one hand, and on the other environments, ecologies, and environmentalisms. (The term spiritual ecology is used simply because it is more inclusive than religion, referring to individual as well as organizational ideas and actions in this domain, and because it parallels the names of other major approaches within ecological anthropology like historical ecology and political ecology).

This advanced seminar pursues a systematic and thorough anthropological survey and critical analysis of spiritual ecology in cross-cultural perspective, but with an emphasis on Animism, Buddhism, and Hinduism. Spiritual ecology is a most exciting new interdisciplinary and transdisciplinary frontier for research, teaching, and practice that has been growing exponentially since the 1990s. The instructor will discuss his own research and publications on various aspects of this subject, including his long-term fieldwork on the relationships among Buddhism, sacred places, ecology, and biodiversity conservation in Thailand.

Ideally, students should have Anth 200, 415, and 422 as prerequisites for this course. However, most of all, they simply need an open mind and intellectual curiosity.

This is an oral communications skills course. Students are expected to contribute regularly to seminar discussions, prepare a PowerPoint presentation on a case study book of their choice, and present a PowerPoint report on their final research project.

The following textbooks are required:

Bassett, Libby, et al., eds., 2000, *Earth and Faith: A Book of Reflections for Action* (UNEP Interfaith Partnership for the Environment).

Gottlieb, Roger S., ed., 2004, *This Sacred Earth: Religion, Nature, and the Environment*.

Gottlieb, Roger S., 2006, *A Greener Faith: Religious Environmentalism and Our Planet's Future*.

McGraith, Alister, 2003, *The Reenchantment of Nature: The Denial of Religion and the Ecological Crisis*.

Some additional readings will be assigned, especially articles from this reference work:

Taylor, Bron R., Editor-in-Chief, 2005, *The Encyclopedia of Religion and Nature*.

For more information, see the instructor's homepage (<http://www.soc.hawaii.edu/Sponsel>) and the website for the Forum on Religion and Ecology at Harvard University (<http://www.environment.harvard.edu/religion>).

447 Polynesian Cultures (Area)
MW, 01:30-02:45**Heather Young Leslie**

In this class we will consider the Polynesian peoples and cultures from before the 'first contacts', through the initial colonial period and into the present. Through assigned readings, guest lectures, films, food, fashion, poems, comics and excursions we will consider what it means to be 'Polynesian' then & now. Polynesian voices in the form of Guest Speakers, videos and material culture will be a

significant aspect of the class. Required Readings include both native and non-native authors (for the most part, the latter are concerned to convey native perspectives and values).

We begin term with the oral narratives that are so important to the various island people of Polynesia, including the ‘outliers’ and then carry on to consider the archaeological, biological and linguistic evidence used to describe the Polynesian ancestors’ peopling of the Pacific. A major part of the first half of the term will be devoted to ‘first contacts’ between Polynesians including Samoa, Tonga, Tahiti, Aotearoa and Hawai’i nei, and European explorers from France, Spain, Holland, England and elsewhere. We will use recent re-analyses of early European voyage records, and the importance of ‘cloth’ in Polynesian societies, to read against the grain of the received stereotypes of those early moments, and also to establish a baseline by which to consider the reality of Polynesian lives today. The second half of the course will focus on contemporary Polynesian life-worlds, with special emphasis on Tonga, Aotearoa New Zealand and Hawai`i. In the second part of the term you will read an ethnographic monograph, and be asked to consider the way in which contemporary poets, novelists, comedians, fashion-activists, performance artists, musicians, film-makers, sports athletes and politicians are crafting a Polynesian identity for the present.

Proposed Texts

Please consult with the Professor at start of class before purchasing:

Clothing the Pacific (2003) Chloë Colchester, Berg Books.

First Contacts in Polynesia (2004) Serge Tcherkézoff, MacMillan Brown Centre

The Persistence of the Gift (2001) Mike Evans, WLU Press

<u>Assignment</u>	<u>Due Date</u>	<u>Value</u>
Oral Narrative Presentation (in class)	Aug 28 & 30	15pts
Scientific Abstract Search & Review	Sept 11	15pts
Excursion Report	Oct 18	15pts
Essay (15 – 20 pages)	Dec 4	25pts
Final Exam (Multiple choice & Essay)		30pts

Extra credit is available, IF completed by November 22:

Written summary & commentary of any 2 months of ASAONET discussions: 10pts

Early submission (at least 7 days) of Field Trip Reports (by March 21) 5pts

455 Human Biology of the Pacific (Area) TR, 01:30-02:45

Michael Pietruszewsky

This course will focus on the biological/physical anthropology of the Pacific. In addition to examining the biological diversity of Pacific peoples, past and present, it will be necessary to review some of the important principles of evolution, ecology, and human adaptability that have helped produce and shape this diversity. After reviewing the physical geography, prehistory, culture, and languages of the Pacific, the course will be divided into several broad topics that reflect some of the major themes in Pacific biological anthropological research. The topics that will be explored in this course include: the human biological evidence for the initial peopling of the Pacific, dental and skeletal morphology, genetic variation, health and disease, the consequences of European contact, and the impact of migration and modernization has had on Pacific Islanders. More specialized topics will include

malaria, kuru in New Guinea, ALS-PD in the Mariana Islands, and research in Hawaiian biological anthropology.

Course Work: Map Quiz (5%); Annotated Bibliography (15%); Term Paper (20%)

Exams: Mid-term (25%) and Final (25%)

Readings: An assigned reading list will be distributed at the beginning of the course.

461 Southeast Asian Archaeology (Area)
TR, 12:00-01:15

Miriam T. Stark

This writing intensive 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 and compare them with developments found elsewhere in the world. We examine four key changes in the region's history: (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 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.

468 Archaeology Theory & Interpretation (Theory)
MWF, 10:30-11:20

Carole Mandryk

This course examines the intellectual foundations of archaeological research and studies how material culture is archaeologically theorized, investigated, and evaluated. We examine subjects that archaeologists typically study, the methods and techniques used to analyze material culture, and the changing nature of archaeological discourse. Our frameworks draw heavily from the Americanist tradition of archaeology, with contributions from British and European archaeology as well. The class stresses archaeology's broad intellectual foundation, encourages creative thinking about objects, and examines how anthropologists can develop and conduct rigorous and innovative material culture research.

483 Japanese Culture and Society (Area)
TR, 09:00-10:15

Diana Bethel

This course attempts to balance a tightrope between the general and the particular, the commonalities which many in Japan share vs. the very real differences within population groups. We will discuss structures, but balance those structures with anti-structures, that is the exceptions to the rule which form the myriad practices of everyday life in Japan. Rather than a homogeneous picture of "Japanese

culture", we will try to formulate a more complex, subtle, and fluid series of snapshots. Our goal is to develop an understanding that 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 transformation over time in Japan.

We will use three life phases--childhood, young to middle adulthood, and late adulthood--as a means of structuring our discussion. Our interest throughout the semester is on lived lives and the ways in which sociocultural forces shape individual experience.

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 that shape contemporary Japan, as well as the "anti-structure" of lived lives and other disruptions. 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.

Textbooks:

Joy Hendry, *Becoming Japanese*

Dorinne Kondo, *Crafting Selves*

John Traphagan, *Taming Oblivion*

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.

604 Physical Anthropology (Theory)
W, 02:30-05:00

Nina L. Etkin

This course surveys biological (physical) anthropology and offers a theoretical and conceptual framework for investigating human physical variability as it reflects adaptations to different biocultural environments in past and contemporary populations. The assigned readings provide background as well as perspective for weekly topics, which include: hominid evolution, nonhuman primates, human ecology and adaptability, infectious disease, growth and development, and the confluence of biological and sociopolitical factors that influence health. My own perspective, which frames the intellectual scope of this seminar, is interdisciplinary and biocultural – linking physiology, culture, and society through field research and laboratory investigations to understand the dialectic of nature and culture in diverse ecologic and ethnographic settings. This course will be conducted in a

manner that emphasizes interrelations “rather than rigid dichotomies, historicity rather than static universals, [human agency and the mutability of historical processes], and ... a partisanship [for] objectivity... How [do] culture and political economy affect human biology – e.g., ... nutritional status, the spread of disease, exposure to pollution – and how might biological consequences have further effects on cultural, social, and economic systems?” (from Goodman & Leatherman 1998).

620F Theory in Social/Cultural Anthropology: Law (Theory)
“Law and Cultural Property”
W, 02:30-05:00

Andrew Arno

The starting point of this course will be an examination two of the most important interlinked contemporary issues at the intersection of law and anthropology, the problem of intangible cultural property and the articulation of traditional and modern legal systems. From this initial, problem based perspective, the 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 legal anthropology 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 to Merry, including the most influential such as Morgan, 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.

640E Methods/Theory in Arch.: Economics/Resources (Meth. & Theory)
“Economic Anthropology”
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 economic intensification and craft specialization, household organization and labor deployment, and 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, in respective of geographical or topical speciality.

**694 Anthropology Colloquium Pro-seminar
R, 03:00-04:15****Michael W. Graves**

This course is for entering students in the Anthropology graduate program who are required to attend and participate in weekly colloquia which encompasses sub-disciplines and specializations represented in Anthropology at UH. Presentations include faculty and other professionals. A graduate student colloquium series will be developed.

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

This seminar provides an introduction to ethnographic methods, including the politics and ethics of participatory research, interviewing skills, and the use of computer-assisted techniques for managing and analyzing textual and visual data. We will concentrate on practices of interviewing and recording often used in ethnographic research, including methods of analysis concerned with the interpretation of ordinary talk. We will also take up, in a limited way, the potential for incorporating visual techniques such as photography, video and electronic media into the ethnographic process. Discussion of the social and political dimensions of ethnography 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 the practice of ethnography. This will include interviewing, generating notes and transcripts, and interpretive analysis. Several types of discourse analysis will be discussed and applied to texts generated by student projects. Seminar participants will be encouraged to try out any of several available software packages for managing and analyzing ethnographic data such as transcripts, field notes, and bibliographic information, as well as visual materials.

Required texts

Briggs, Charles 1986. Learning How to Ask.

Gee, James Paul 1999. An Introduction to Discourse Analysis.

Lassiter, Luke 2005. The Chicago Guide to Collaborative Ethnography.

Quinn, Naomi 2005. Finding Culture in Talk.

Russell, Bernard 2006. Research Methods in Anthropology (4th edition)

Optional texts

Riessman, Catherine 1993. Narrative Analysis

Smith, Linda Tuhiwai. 1999. Decolonizing Methodologies: Research and Indigenous Peoples