

Department of Anthropology
Course Descriptions
Spring 2016

(10/28/15)

151 Emerging Humanity

Sec. 01-03 MW 08:30-09:20 plus lab

Sec. 04-06 MW 10:30-11:20 plus lab

Barry V. Rolett

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Anthropology provides a unique framework for studying the emergence and global development of humanity in the last five million years. This course uses an anthropological perspective to introduce students to human history before ca. AD 1500. We begin by exploring general relationships between behavior, biology and environment over the last five million years. This includes examining fossil remains of our human ancestors and looking at how humans are similar to and different from other primates such as gorillas and chimpanzees. Then we investigate in detail the course of human biological evolution – the process by which we became human. Finally, we trace the last 35,000 years of human history from hunters and foragers to the emergence of complex civilizations. Some topics we'll explore include the origins of plant and animal domestication, the origins of the world's earliest cities, and the political and ecological consequences of human impact on the natural environment.

The goals of the course include:

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

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

152 Culture and Humanity

Sec. 01-03 MW 09:30-10:20 plus lab

Sec. 04-06 MW 11:30-12:20 plus lab

Nancy I. Cooper

The study of cultural aspects of human existence, including differences and commonalities the world over, is relevant to all students. This course introduces cultural anthropology to non-specialists and potential specialists alike. In contemporary life as populations expand, resources shrink, and technologies develop, all humans must adjust socially and individually, in order to continue to survive and lead satisfying lives. Students will explore a number of ways in which people in different parts of the world, including the students' own, conceptualize, organize, participate in, and change their life worlds. The course will also cover theories and methods used by anthropologists to document human life ways (ethnography) while living among and participating with people of various groups or societies (participant-observation fieldwork). The textbook, *Cultural Anthropology: the Human Challenge*, by Haviland, Prins, Walrath, and McBride, will provide basic concepts, terms, and descriptions of societies. Students will also read an ethnography or description of a particular society.

152A Culture and Humanity
TR 12:00-01:15**Jan Brunson**

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

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

210 Archaeology
MWF 11:30-12:20**Rachel Hoerman**

This course is an introduction to archaeology as an anthropological sub-discipline dedicated to the scientific study of ancient human biological, behavioral and technological variation through space and time. It begins with a brief overview of archaeology, surveying the methods and theories that have helped shape its developmental trajectory and emphasizing scientific approaches to researching the past. The course proceeds with an examination of the various methods and research concerns currently shaping the discipline. It concludes by discussing applied archaeological practice and the ethical issues surrounding the study of the past, as well as the relevance and practical application of ancient knowledge in the world today."

215 Physical Anthropology
TR 07:30-08:45**Jennie Jin**

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

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

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

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

215L Physical Anthropology Laboratory**Jennie Jin****Sec. 01: W 08:30-11:20****Sec. 02: W 12:30-03:20****Sec. 03: R 12:00-02:50**

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

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

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

Prerequisite: None

315 Sex and Gender (Theory)**Nancy I. Cooper****MWF 12:30-01:20**

Gender is one of the most pervasive aspects of human identity the world over. Our gendered identities influence the way we dress, talk, move, think, and live, and informs the choices we make. What part of gender identity stems from genetic and biological sex differences and what part is socially and culturally constructed? That is one of the broader questions asked in this course, one that has no single, simple, agreed upon answer. We will explore some of the answers scholars have suggested, based on anthropological and other scholarly research. This course will take an integrative bio-cultural approach, with an emphasis on culture, in analyzing gender the world over. It will deal not only with gendered persons cross culturally, but with gender relations, marriage, social and political organization, economy, religious views, sexual orientation, and responses to differential social attitudes and treatment based on gender. We will look at assumptions, attitudes, and various ways of knowing, living, and configuring gender in social systems throughout the world and through time.

Classes will be a combination of lectures, slideshow presentations, discussions, group exercises, and possibly guest speakers. The size of enrollment will determine how interactive classes will be. Required readings need to be done by class time in order to make discussions and group exercises effective.

TEXTS: There will be two required texts as listed below. Readings will consist of approximately one article or chapter per week, depending on length and difficulty.

Spiro, Melford (1997) *Gender Ideology and Psychological Reality*

Course Reader (prepared by instructor).

368 Households in Cross-Cultural Perspectives (Theory)**Chistine Beaulé****TR 10:30-11:45**

As the basic unit of social and economic organization, the household is the context within which culture is passed down and transformed in Latin America as it is elsewhere. Our gendered, ethnic, class, economic, and social behavioral patterns are shaped through our experiences in this private but critical cultural setting. Taking theoretically broad perspectives from readings in archaeology, cultural anthropology, urban studies, women's studies, history and sociology, we will tackle issues concerned with household architecture, forms of the family, wealth and status differences, the organization of labor, and gender and age-based social divisions, among

others. Culturally specific responses to broader sociocultural change will also be explored, such as how households and communities design and modify food production systems (e.g., irrigation and nomadic herding/hunting strategies) or shape migration patterns.

The first unit of this strongly interdisciplinary course focuses on diversity in the structure and organization of households. We will concentrate our attention most closely on their gendered and economic aspects, as well as nuclear and extended family forms of kinship. The second unit makes use of a range of case studies from village and chiefdom to city and state to explore how the degree of social complexity affects households' roles, options, and choices within various kinds of political systems. The final third of the course applies these lessons to particular case studies that directly connect ancient households with modern case studies of communities impacted by large-scale global processes.

370 Ethnographic Field Techniques (Method)
MW 02:00-03:15

Eirik J Saethre

In this course, students will gain an understanding of anthropological qualitative research techniques. Topics will include research design, ethics, participant observation, interviewing, life histories, focus groups, and writing up the results of research. This course will also introduce concepts, principles, and issues that impact anthropological researchers. Students will take the lessons that they learned in the classroom and apply them by conducting a small research project that will last for the duration of the semester. The results of this research will be presented to the class during the final week.

375 Race and Human Variation (Theory)
TR 10:30-11:45

Christopher J. Bae

Course Description & Objectives:

This course will provide an overview to the topics of race and human variation. The first half of the course will focus on physical appearances, genetic variability, and other distinguishing characteristics of human beings and the distribution of such traits throughout the world. The second half of the course will be dedicated to the topic of race and how it has affected our everyday lives. This will include reviewing both historical and contemporary issues of racism.

Student Learning Outcomes:

Upon completion of this course you will be able to:

- Understand how and why people look different (i.e., human variation)
- Reconstruct and explain the history of race and racism
- Discuss contemporary issues related to race and human variation that exist in the world and what may become of them as we move further into the 21st century

379 Archaeology Practicum
TBA

Miriam T. Stark

Anth 379 offers students the opportunity to obtain hands-on experience in archaeological activities in the laboratory and in the office. We currently have practicum opportunities through the University of Hawai'i Archaeology Labs, the Bishop Museum, and other heritage agencies across Oahu. Most practicum students will be exposed to various stages of processing (e.g., sorting, identification, photographic documentation, data entry, analysis) archaeological materials recovered from Asian and Pacific archaeological collections. Undergraduates may also enroll in Anth 379 credits to gain internship experience in various sectors of the practicing anthropology world (archaeological, ethnographic, or physical anthropological) or in local museums. Variable credits (1-6) Prerequisite: permission of instructor.

381 Archaeological Field Techniques (Method)
Sat. 06:45-04:00

James M. Bayman

This course is an archaeological field school on the North Shore in collaboration with Kamehameha Schools (KS).

Students in the course will receive practical training in archaeological field techniques including site discovery and site documentation. Students will work in an outdoor "classroom" where they will learn how to identify, document, and investigate archaeological artifacts, features, and other cultural materials. Cultural practitioners and other volunteers in the North Shore community will share their knowledge and perspectives with the field school through demonstrations, "talk story" events, and hosted visits to cultural locales.

The spring semester field school will convene at the North Shore at 8:00am and 4:00pm during fourteen Saturday sessions. Regular and punctual attendance will be essential to pass the courses. A university vehicle will provide transportation to the North Shore from the UH-Mānoa campus for up to 10 students. Other participants in the program will provide their own transportation to the field school.

Instructor approval is necessary to enroll in the course and students must apply to be considered for the field school. Applications are on the Anthropology Department website (<http://www.anthropology.hawaii.edu/>). Applications will be reviewed in time for students who are accepted to register in late November for the spring semester.

Please contact Professor James M. Bayman by email (jbayman@hawaii.edu) or Professor Ty Kawika Tengan by email (ttengan@hawaii.edu) if you have questions or would like additional information.

382 How Archaeology Works (Theory)
TR 10:30-11:45

Miriam T. Stark

Archaeologists craft our questions around certain kinds of archaeological data, and seek answers using a series of methods and analytical strategies. We learn and practice some of these strategies in ANTH 382. By the end of this class, students will be able to:

- Use their enhanced critical thinking skills through practice in the classroom, lab, and life outside the classroom;
- Formulate linking arguments between archaeological questions and archaeological evidence; and
- Discuss ethical issues inherent in archaeological practice within and beyond the United States.

This course requires active learning and active problem-solving. All upper-class students are welcome to join the course, as are motivated sophomores. Completion of ANTH 210 (Introduction to Archaeology) is useful, but not required.

385B Undergraduate Seminar: Archaeology (Method or Theory)
"Climate Change and Cultural Response: Past, Present and Future"
MW -1:30-02:45

Barry V. Rolett

Record high temperatures, rising seas and raging storms. There is no doubt that climate change is a reality for us and for generations to come, yet there is still much uncertainty about how it will affect our lives. This course investigates cultural response to climate change. The central questions we address are: What is abrupt climate change? How has it been documented for the past? What were the consequences and how did humanity cope? What is happening now? What can we learn from the past as we focus on the present and as we look to the future?

(continued)

The instructor is an archaeologist by training, with broad interests in climate change and active research in the Pacific Islands and China. Many of the case studies we will examine focus on the Pacific Islands and Asia.

This course is interdisciplinary and the goal is to bring together students from all sub-fields of anthropology. The course is designed for upper-division undergraduates and graduate students. Students from other departments are also welcome.

This class is writing intensive. There will be a research paper (10 pp + biblio) and other shorter writing assignments.

Expected learning outcomes:

- A detailed understanding of abrupt climate change.
- An appreciation of how understanding the past can serve as a guide to planning for the future.
- The ability to plan, research, and write a well-organized scholarly paper.
- The ability to understand, articulate, and evaluate scientific hypotheses.
- The ability to conceptualize and design solutions to real-world problems.

416 Economic Anthropology (Theory)
TR 01:30-02:45

C. Fred Blake

This course does not go through the litany of studying culture[s] in order to develop more effective marketing strategies. This course challenges the shibboleths that conventional economics teaches about economics. We do this by studying ethnological and historical economics and economics and how these give rise to various perspectives including Marxist economics, institutional economics, and anthropological economics. Along the way we address such topics as money, gift economies, capital formation and impacts on indigenous cosmologies, reifications of the lifeworld, and consumerism. Students who take this course can expect to be inspired with ever greater appreciation for how anthropology offers ethnological and historical alternatives to the “inevitable” of modern economic society. More modestly students who take this course should become conversant in what anthropology has to teach about the nature of “economic things.” This course is designated with a Writing Intensive focus.

429 Anthropology of Consumer Cultures (Theory)
TR 12:00-01:15

Christine R. Yano

Course description

In the twenty-first century, consumer cultures tie local and global worlds together in complex, shifting, and interactive ways. Embedded within these ways lie issues of class, gender, modernity, identity, nation, globalism, and desire. This course explores these issues through the framework of late-capitalism, asking the following:

- what are the conditions and processes of consumption that shape meaning in contemporary life?
- how is culture influenced by practices and assumptions of marketing and consumption?
- how has a marketplace template shaped the mental mapping of our social worlds?
- what can anthropology bring to bear upon our understanding of marketing and consumption?

In the contemporary world, to buy is to become. Furthermore, specific to particular practices, to buy is to engage in practices of modernity. This course explores the dynamics of consumption and sociocultural meaning embedded within our lives.

Course objectives

The objectives of this course are as follows:

- survey anthropological approaches to consumption
- examine consumption as part of culture

- compare and contrast different consumer cultures
- place consumer cultures within related analytical frames, such as gender, social class, nationalism, globalism, history

Expected student learning outcomes

By the end of this course, students will be able to:

- describe various theoretical approaches to consumption in anthropology
- understand consumer cultures as prestige systems, identity constructs, exchange systems, gender dynamics, and symbolic structures
- link consumer cultures to processes of globalization and localization
- understand the political implications of consumer cultures, including issues of gender, social class, regionalism, and nationalism
- acquire basic abilities in critical thinking as applied to consumer cultures

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

Spiritual ecology refers to scientific and scholarly studies of the vast, complex, diverse, and dynamic arena at the interfaces of religions and spiritualities with environments, ecologies, and environmentalisms. The term spiritual ecology is used simply because it is most inclusive, referring to individual as well as organizational ideas and actions in this arena, and because it parallels the names of other major approaches within ecological anthropology like historical ecology and political ecology.

This advanced course pursues a systematic and thorough anthropological survey and critical analysis of spiritual ecology in historical and cross-cultural perspective. Although it has deep roots, spiritual ecology is a most exciting new interdisciplinary, multidisciplinary, 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 continuing long-term fieldwork on the relationships among Buddhism, sacred places, ecology, and biodiversity conservation in Thailand, drawing on his forthcoming book *Natural Wisdom: Exploring Buddhist Ecology and Environmentalism*. Special segments will focus on sacred caves in northern Thailand, the controversy surrounding the sacred mountain Mauna Kea, sacred water, and religious responses to global climate change.

This course is cross-listed as Religion 444 Spiritual Ecology.

Every student is required to read this textbook:

Vaughan-Lee, Llewellyn, ed. 2013. *Spiritual Ecology: The Cry of the Earth*. Point Reyes, CA: The Golden Sufi Center.

Every student is required to select at least one of the following textbooks to read as well:

- Gottlieb, Roger S. 2006. *A Greener Faith: Religious Environmentalism and Our Planet's Future*. New York, NY: Oxford University Press.
- Grim, John A., and Mary Evelyn Tucker. 2014. *Ecology and Religion*. Washington, D.C.: Island Press.
- Sponsel, Leslie E. 2012. *Spiritual Ecology: A Quiet Revolution*. Santa Barbara, CA: Praeger.
- Taylor, Bron. 2010. *Dark Green Religion: Nature Spirituality and the Planetary Future*. Berkeley, CA: University of California Press.

464 Hawaiian Archaeology (Area)
MWF 10:30-11:20**Tom Dye**

This course will provide students an in-depth introduction to the archaeology of the Hawaiian Islands before and after European and American contact. Topics that we will consider include (but not be limited to) the geographical and historical origins of the first Hawaiians, the timing of island colonization and settlement, the development of food production and craft economies, the emergence of socio-political hierarchies, and the consequences of contact and colonialism, including population trends and historical ecology. Throughout the course we will emphasize critical topics of debate. We will also consider the relevance of archaeology to contemporary society in Hawai'i.

This course has been designated with a writing intensive focus.

465 Science, Sex, and Reproduction (Theory)
TR 09:00-10:15**Jan M. Brunson****Course Description**

This seminar explores anthropology's critical analysis of approaches to reproductive health and procreation in developed and developing countries. Throughout the course we will acknowledge science as one episteme among many and explore the hegemonic aspects of science and gender in relation to sex and reproduction. We will examine sex and reproduction as sites of intervention from public health, development, and biomedical specialists, while also considering local constructions and strategies. Topics include cervical cancer, family planning, birth, and new reproductive technologies. Draws primarily from ethnographies.

3 credit hours. Prerequisites: ANTH 152 or ANTH 425 or WS 151. Cross-listed as WS 465. Fulfills Writing Intensive (W) Focus Designation.

Learning Outcomes

By the end of the course, students should be able to:

Think analytically about various epistemological approaches to reproductive health and well-being and express their conclusions through written and oral assignments.

- § Comprehend and analyze scholarly articles, as well as build increasingly sophisticated arguments of their own by identifying themes across articles.
- § Understand interdisciplinary perspectives on reproduction by drawing on and integrating modes of inquiry in more than one field of study.
- § Discuss the roles of gender and power in global health initiatives, biomedicine, and public health.
- § Locate appropriate scholarly sources by navigating relevant electronic databases.

467 Biomedicine and Culture (Method and Theory)
MW 12:30-01:45**Eirik J Saethre**

Often represented as 'science' that is devoid of cultural assumptions, Western (or allopathic) medicine is nevertheless a product of social processes. Examining the 'culture of no culture', this course will explore the ways in which technology, science, and medicine shape and are shaped by sociality, power, and economy.

482 Environmental Anthropology (Theory)
T 01:30-04:00**Jonathan E. Padwe**

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

This is a Writing Intensive course and fulfills the W focus requirement.

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

This course takes popular culture in Japan as a springboard for discussing contemporary issues such as social class, gender and sexuality, nationalism, globalization, emotion, and consumer culture. This is not a survey course of different forms of popular culture in Japan. Rather, through manga, anime, pop music, food, and other forms of everyday life, we will explore the issues around which Japan shapes itself and is shaped. Our goal is to rethink Japan – as a modern nation-state, as a site of harmony and conflict, as a site of global and local popular culture flows. In the 21st century, Japan is both source and recipient of global products, processes, ideas, and people. The course will be organized around films and readings, following characterizations of consumer culture in Japan, whose market cleavages do not follow ethnic or class lines so much as age-graded segments. For this reason, I have organized our subject matter through the life course, beginning in childhood, following through early adulthood, and ending in old age. My point is that popular culture and its consumption are not only a function of youth, but are part of a person's life from beginning to end.

In any course on popular culture, one of the problems is the nature of the subject itself, which is constantly changing. One keeps chasing after the thing (that is, pop culture), only to find the thing running far faster and in different directions than we could ever conjure. I don't claim to know the absolute latest of what is going on. But we will attempt to analyze some of what is going on with the tools of theory. I welcome students in the class to share their knowledge of Japanese popular culture. Some of you may be fans. Others may know next to nothing of what is going on in Japan, but be fans of a Japanese pop culture form as it exists in the U.S. All of this is great and I hope you add to our discussion by speaking both from readings, as well as from personal experience. What this class bring to the discussion are cultural and political issues and theories that transcend particular genres or manifestations in time.

Course Outcomes

The goal of this course is to provide tools by which students may interpret and understand contemporary Japanese culture and society through the popular culture that is part of everyday life. As a result of this course, the student should be able to interpret aspects of contemporary life in Japan with some critical thinking skills. These include understanding:

- 1) the development and characteristics of consumer culture in Japan;
- 2) the role of gender as a formative structure of production and consumption;
- 3) the interlocking aspects of global and local forces vis a vis consumer culture; and
- 4) the applicability of anthropological concepts to the study of popular culture in Japan, including rites of passage, age-graded behavior, ideology, resistance, and agency.

486 Peoples of Hawai'i (Area)
TR 10:30-11:45**Ty P. Kawika Tengan**

This course critically examines the historical and contemporary experiences of various peoples of Hawai'i in the context of Oceania. We will focus on the ways that individuals come to see, know, enact, and practice their membership in larger collectivities that are both institutionally and self-defined along the lines of race/ethnicity, culture, history, gender, class, land, and residence. The stakes of knowing ones place in Hawai'i continue to rise as indigenous claims for land and sovereignty, state and national political restructurings, and global flows of knowledge, capital and bodies confound older ways of understanding "local" identity/ies. We will first undertake a critical examination of the cultural and political history of the islands, with special attention given to assertions and counter-assertions of Hawaiian and American power and authority at the critical junctures of "statehood" and "annexation." We then examine the ways in which the hierarchies of Hawai'i's plantation society were built upon particular configurations of race, class and gender. The linked rise of militarism and tourism led to important cultural and political shifts that still structure much of island life. In response to such forces, the "local" provided critical commentary on the global. Today, performances of ethnicity and community are held in tension with an increasingly unstable multicultural model and an ever-expanding Hawaiian nationalist movement that reframes Indigeneity in relation to an Oceanic past, present and future. We will focus on these and a number of other issues covered in the texts *Hawaiki Rising* (Low 2013), *A Nation Rising* (Goodyear-Ka'opua, Hussey, and Wright 2014), *The Value of Hawai'i 2* (Yamashiro and Goodyear-Ka'opua 2014), and pdf's available on lailima.hawaii.edu in "Resources."

490 History of Anthropology (Theory)
TR 010:30-11:45**Charles Fred Blake**

This is a historical survey of watershed ideas, intellectual genealogies, and personalities that form the modern discipline of anthropology. This includes an understanding of the historical and discursive contexts for the advent and spread of these ideas and the personalities whose published writings received the most notoriety. Although our emphasis is on the modern discourses (e.g., theories of social evolution and cultural diffusion, 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 (with issues of subjectivity and power and representation) in interpretive ethnography, literary and feminist and other critical theories that have redefined the calling of anthropology and challenged the concept of culture. A new section includes sessions on the historical role and prospects for the application of anthropological knowledge to corporate, government, military, hegemonic, counter-insurgent plus insurgent and counter-hegemonic interests—the historic role of the academy and other agencies in producing knowledge about other cultures. Classes are mostly lectures based on printed outlines and occasional PowerPoint slides for illustrative purposes, although timely and informed questions or comments based on readings or lectures are welcomed. All upper level undergraduate and graduate students seeking a general course on social and cultural theories are welcome (graduate students are held to a different set of performance criteria and system of evaluation). This is a rigorous academic course which requires classroom attendance and active learning.

This course has been designated with an ethics focus.

603 Archaeology (Theory)
W 10:30-01:00**Christian E. Peterson**

ANTH 603 is an intensive graduate-level introduction to archaeological argument and investigation. It covers issues of causality, explanation, epistemology, and methodological practice in empirical social science research, and introduces some of the dominant competing approaches to the structure of archaeological knowledge. It is ostensibly not, however, a course about abstract high-level social theory—most empirical social science research proceeds just fine without such vanity. Nor is it a course in "archaeological methods"—if by this term we mean the mechanics of data collection and analysis. Rather, it is a primer in standard Mertonian (i.e. sociological) "middle-range theory" applied to archaeology (don't confuse this definition with the idiosyncratic one of the same name coined by archaeologist Lewis Binford). The first part of the course draws heavily on the "philosophy of science" and the "critical thinking and reading" literature, in addition to some unfashionable common sense. A substantial number of early readings are in sociology, history, and political science, where a good deal of attention has been paid to such issues. In the second half of the course, we shift gears and apply what we've learned about the research process to the evaluation of knowledge claims about the human past. Case studies will be drawn largely from the complex societies literature, and a comparative analytical framework is heavily emphasized throughout. The course reading load is substantial: approximately 100 to 200 pages per week, in addition to writing and other assignments. We will be reading the following four texts more or less in their entirety, as well as numerous other articles assigned on a week-by-week basis.

1. Abbott, Andrew. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. W. W. Norton: New York.
2. Tilly, Charles. 2008. *Explaining Social Processes*. Paradigm: Boulder.
3. Diamond, Jared, and James A. Robinson. 2010. *Natural Experiments of History*. Belknap Press: Cambridge.
4. Smith, Michael E. 2012. *The Comparative Archaeology of Complex Societies*. Cambridge University Press: Cambridge.

605 Discursive Practices (Method or Theory)
W 03:30-06:00**Jack Bilmes**

The first half of this seminar will cover the major strains of the discursive turn in social science—philosophical, sociological, anthropological, and sociolinguistic foundations, ethnomethodology, sequential analysis, discursive psychology, and post-modern approaches. The second half of the course will focus on one aspect of discourse—scaling—that is, relations of more and less. The focus in class will be on conversational materials, but students may choose to do projects dealing with scaling in any area (ritual, kinship, ecology, etc.). The last three class sessions will be devoted to student presentations. Grades will be based on papers associated with those presentations, as well as contributions to class discussions.

Part 1—General introduction to discursive perspective and analysis

Jan. 13: Introduction. The world as discourse. Motivated analysis.

Jan. 20: Philosophical foundations—Austin, Wittgenstein

Jan. 27: Sociological foundations—social construction, symbolic interaction

Feb. 3: Anthropological foundations—linguistic relativity, context, categories

Feb. 10: Sociolinguistic foundations—variational and ethnographic approaches

Feb. 17: Ethnomethodology

Feb. 24: Sequential analysis and discursive psychology

Mar. 2: Category analysis

Mar. 9: Post-modern and critical discourse analysis

(continued)

Part 2—Scaling

Scaling deals with the more/less dimension, in terms of quantity, intensity, etc. Here are some questions that may be asked regarding scaling in talk: What are the factors that lead to a particular scaling choice (more or less intense, etc.), and with what consequences? When, and with what consequences, do speakers make it explicit that they are operating with a scale? When, and with what consequences, do speakers up- or downgrade? How are scales interacting within a given context? These questions can be adapted to other cultural scaling phenomena (in ritual, kinship, etc.)

Mar. 16: Scaling. Introduction and data session—implicature, extreme case formulations

Mar. 30: Scaling data session. Priority mention, conversationally constructed scales

Apr. 6: Scaling data session

Apr. 13: Scaling data session

Apr. 20: Student presentations

Apr. 27: Student presentations

May 4: Student presentations

620H Theory in Social and Cultural Anthropology: Ecology (Theory)
“Environment and Society”
W 01:30-04:00

Jonathan E. Padwe

This graduate seminar is an in-depth exploration of anthropological engagements with the environment, ecological science and the political economy of nature. The course is arranged around the following major subjects of study: (1) the (European and Western) historical underpinnings of the study of human-environment relations; (2) the development of ecological science and the emergence of cultural and human ecology; (3) agrarian studies, political economy and the world system; (4) post-structural political ecologies; and (5) contemporary multidisciplinary engagements with Science and Technology Studies (STS) approaches, anthropological engagements with place, terrain and territory, and new ecologies of the Anthropocene. The course will provide students with the opportunity and space to explore their own interests in anthropological and critical engagements with nature and culture, and culminates in a writing workshop for course participants.

645 Historic Preservation (Area or Method)
T 04:30-07:00 p.m.

Sara Collins

A complex suite of Federal, State, and local laws and regulations govern the protection and treatment of historic properties. The intent of these laws is to encourage the wise management and preservation of these significant resources. In the first part of the seminar, the major environmental and historic preservation laws and associated regulations will be reviewed and discussed. In particular, we will be looking at the differences and similarities between Federal and State law, including where and when each set of laws is applied. We will also consider historic preservation law and practice as they apply to the various types of historic properties, including archaeological and architectural sites, and traditional cultural properties. In the second half of the course we will analyze and assess historic preservation law in the larger contexts of environmental law and policy, and societal norms and expectations; topics to be covered will include repatriation, curation and archives, and international historic preservation issues. Selected readings and case studies will be used to illustrate how historic preservation laws and regulations are applied in practice.

Students are expected to participate actively in each class meeting and to submit a weekly summary of the assigned readings for that week by the stated day and time. There is a midterm exam following the first part of the course. Students will undertake a written research project pertaining to historic preservation during the latter half of the class, the topic to be chosen in consultation with the instructor. Each student will present the results of the individual research project to the class. All work must be completed in order to receive a final grade for the course.

667 Biomedicine and Culture (Method or Theory)
MW 12:30-01:45

Eirik J Saethre

Often represented as 'science' that is devoid of cultural assumptions, Western (or allopathic) medicine is nevertheless a product of social processes. Examining the 'culture of no culture', this course will explore the ways in which technology, science, and medicine shape and are shaped by sociality, power, and economy.

668 Archaeology Field Methods (Method)
Sat. 06:45-04:00

James M. Bayman

This course is an archaeological field school on the North Shore in collaboration with Kamehameha Schools (KS).

Students in the course will receive practical training in archaeological field techniques including site discovery and site documentation. Students will work in an outdoor "classroom" where they will learn how to identify, document, and investigate archaeological artifacts, features, and other cultural materials. Cultural practitioners and other volunteers in the North Shore community will share their knowledge and perspectives with the field school through demonstrations, "talk story" events, and hosted visits to cultural locales.

The spring semester field school will convene at the North Shore at 8:00am and 4:00pm during fourteen Saturday sessions. Regular and punctual attendance will be essential to pass the courses. A university vehicle will provide transportation to the North Shore from the UH-Mānoa campus for up to 10 students. Other participants in the program will provide their own transportation to the field school.

Instructor approval is necessary to enroll in the course and students must apply to be considered for the field school. Applications are on the Anthropology Department website (<http://www.anthropology.hawaii.edu/>). Applications will be reviewed in time for students who are accepted to register in late November for the spring semester.

Please contact Professor James M. Bayman by email (jbayman@hawaii.edu) or Professor Ty Kawika Tengan by email (ttengan@hawaii.edu) if you have questions or would like additional information.

670 Applied Archaeology Practicum (Method) James M. Bayman
TBA

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

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

711 Research Design and Proposal (Method)
T 01:30-04:00**Miriam T. Stark**

This seminar focuses on designing research and writing proposals. Course sessions address (1) how to conceptualize research problems; (2) how to ask productive research questions; (3) how to identify the kinds of information necessary to answer those questions; (4) how to identify “the literature” relevant to the problem and position a project in a way that allows for making a useful intervention into that conversation; (5) the kinds of methods that will produce that information; and (6) how to analyze social data of various kinds in order to answer research questions. We’ll tack between learning about the research process (from research question to published work) and crafting research proposals throughout the course. Your final product for the course will be a completed research proposal in which all these elements are integrated in a sound logical framework. ANTH 711 is designed primarily for graduate students in the social sciences, but we welcome students from other UHM graduate programs who are now in the proposal-writing stage of their programs. Previous ANTH 711 students include students from Urban Planning, Geography, Political Science, Psychology, Education, Second-Language studies, Marine Biology, and Library & Information Science.