

Department of Anthropology
Course Descriptions
Spring 2017

(11/2/16)

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
Seth Quintus

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.

By the end of the course (with a "C" or above) you will be able to:

- use and understand key concepts and terms used in Cultural Anthropology.
- identify a variety of societies around the world according to cultural practices and worldview.
- understand in depth the cultural practices and worldview of one featured society.
- use the knowledge gained in this course to enhance your own social relations and/or succeed in other anthropology courses.

152(7) Culture and Humanity
MWF 11:30-12:20**Jack Bilmes**

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

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

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 regard, cultural anthropology is analogous to music or art appreciation. It teaches appreciation for the intellectual and aesthetic qualities of human cultures, for their ingenuity and 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.

Teaching format will be lecture/discussion.

Texts for the course will consist of two general ethnographies (an ethnography is a description of a culture)—The Trobrianders of Papua New Guinea by A. B. Weiner, and The Balinese by S. Lansing—a collection of anthropologist-in-the-field stories—Stumbling Toward Truth, edited by P. DeVita, and a number of articles, which will be available on Laulima.

Grades will be based on four multiple choice and/or short answer quizzes and four short essays.

152A Culture and Humanity
MWF 12:30-01:45**Eirik J Saethre**

This course will introduce students to the history, theories, and methods of social and cultural anthropology. We will examine the development of ideas regarding culture and society as well as charting the influence that these notions have had on the world in which we live. To get to grips with the diversity of human behavior, knowledge and experience, we will explore the social lives of people from a variety of backgrounds.

215 Introduction to Biological 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 Introduction to Biological 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 inform the choices we make. Only a part of gender is directly related to biological sex differences, while the rest is part of a social-cultural construction that varies throughout the world. We will look at the intersection of these two sources of gender identity beginning with non-human primates such as chimpanzees and bonobos. Then we will look at human foraging societies that are mostly egalitarian. Through archaeological research we will learn about the beginnings of agriculture and how division of labor by gender becomes more dichotomous, eventually resulting in attitudes that devalue women. The course will also examine psychological approaches to understanding gender relations, gendered sports, gendered initiation rites, sexual slavery, and transnational workers.

This is an evidence-based course that looks at gender, not so much from a political or activist perspective, but from the standpoint of understanding the prehistorical, historical, psychological, and cultural underpinnings of gender relations today. Without blaming or demonizing any category of people, we will try to gain a deeper understanding of attitudes, such as misogyny or hyper-masculinity, that may inform attempts to correct

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imbalances and injustices. The text will be a course reader prepared by the instructor. Classes will consist of slide show lectures, group discussions, and relevant videos.

By the end of the course (with a "C" or above) you will be able to:

- Trace the prehistorical roots and historical consequences of unequal classes based on sex and gender.
- Distinguish biological sex differences from culturally constructed gender (to the extent that this is known scientifically).
- Compare non-human primate behavior to human behavior in terms of sex, gender, and social organization.
- Analyze gendered rituals, sports, and performances as embodiments of gender attitudes.

372C Indigenous Peoples: Andean Region (Area)
TR 12:00-01:15

Christine Beaulé

This course explores the historical diversity of indigenous cultures in South America's Andean region. We begin with an overview of key sociocultural changes in Andean prehistory, especially the emergence of a series of ancient states. This archaeological foundation is the basis for exploring the impact of the Spanish conquest and centuries of colonialism. We will explore the complex interplay of indigenous cultural and external political forces that have shaped the region (in some of the same ways that they've impacted former colonies in Asia, Africa, and the Pacific). We then turn our attention to several ethnographies about racial and gendered forms of social organization in the Andes, which (like everywhere) are the subject of intense, dynamic cultural negotiations. The issues surrounding identity politics (indigeneity and mestizaje), religious practices, and market women (cholas) are lenses through which we can see these negotiations in play.

379 Archaeology Practicum (Method or Theory)
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. 06:30-05:30

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.

385B Undergraduate Seminar: Archaeology (Theory)
“Archaeology and Agriculture”
Tuesdays 01:30-04:00

Seth Quintus

Agriculture is a fundamental activity across the world. Throughout time, it has allowed human populations to adapt to their environments even in some of the most remote regions of the world, notably the far flung islands of the Pacific. Agricultural economies provided the foundation for complex political structures that created marked inequality, while also producing enough food to support growing populations. It is this, intimate relationship that agriculture has with other cultural processes along with environmental factors, that makes the study of the agricultural origins and development a key theme in modern archaeology.

This course explores these issues by debating key concepts and issues in the archaeological study of agricultural systems, and is theoretically, temporally, and spatially broad. At the beginning of the semester, we will examine the origins and development of agricultural strategies across the world. By doing so we will come to understand the various explanations for why different populations chose to invest in agricultural lifestyles. After, we will explore the ways in which agricultural techniques spread throughout the world. Finally, we will discuss the various mechanisms that constrain and structure trajectories of agricultural development. Throughout this course, we will learn about the various ways in which agriculture is studied archaeologically, and discover the ways in which food production activities affected human cultural systems and the environment in the past.

385C Undergraduate Seminar: Ethnography (Theory)
“Anthropology of Surfing”
MWF 09:30-10:20

Ian Masterson

The Anthropology of Surfing utilizes Applied Cultural Anthropology to assess surfing as both an indigenous Hawaiian and modern globalized activity. Students are challenged to use critical thinking as they explore and develop a global understanding of surfing history and the role of surfing in modern society through comparative, holistic studies of surfing communities around the world. Social and cultural issues are discussed with regards to the future of surfing and our kūleana as a surfing community towards the sustainability of our ocean as well as the safety of those who enjoy it.

Activities Required at Scheduled Times Other Than Class Times:

A Community Service Learning Day is required either on your own or with our group.

Student Learning Outcomes:

At the successful completion of this course students will be able to:

1. Display a basic understanding of Applied Cultural Anthropology through the ethnographic study of surfing as a perceptual lens to view culture.

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2. Utilize Anthropological theories, methods, and analysis to demonstrate knowledge about surfing culture, history, identity, and kuleana (privilege and responsibility).
3. Discuss environmental and human factors affecting the development of surfboards and surfing in the Pacific as a traditional activity as well as a modern globalized recreational activity.
4. Coherently address modern social issues in society and the environment relating to surfing.

410 Ethics in Anthropology (Method or Theory)
TR 09:00-10:15

Miriam T. Stark

Humans – their origins, evolution, behavior, and institutions – form the focus of anthropological research. Professional ethics is essential to our field, because anthropologists engage closely with people’s lives, bodies, histories, and beliefs. Participants in this course will examine what “Anthropological Ethics” means and focusing on historical examples across the subfields (and how our colleagues handled them). Ishi’s brain, Greenland Inuits at the American Museum of Natural History, anthropologists in the Vietnam War, biomedicine, ethnopharmacology, repatriation, and the Human Terrain System are just a few issues that offer ethical challenges to responsible anthropologists. Reading and thinking about situations that anthropologists face helps us to recognize our own ethical dilemmas and to make sensitive and informed decisions. The ANTH 410 course format includes lectures, films, class discussions, and student presentations. Be prepared to participate actively as we explore problems, issues, and questions surrounding ethics in Anthropology.

This course has an E (Contemporary Ethical Issues) focus designation.

414 Introduction to Linguistic Anthropology (Theory)
MWF 10:30-11:20

Emanuel Drechsel

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

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

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

Objectives:

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

Prerequisites: Introductory cultural anthropology; recommended but not required: introductory linguistics (continues on next page)

Texts:

1. Basso, Keith H. 1979. Portraits of "The Whiteman": Linguistic Play and Cultural Symbols among the Western Apache. Cambridge: Cambridge University Press
2. Salzman, Zdenek, James Stanlaw, and Nobuko Adachi. 2015. Language, Culture, and Society: An Introduction to Linguistic Anthropology. Sixth or latest edition. Boulder: Westview Press
3. Strunk, William, Jr., and E.B. White. 2000. The Elements of Style. Fourth or latest edition. White Plains: Pearson-Longman
4. selected short readings on language change and its sociocultural dimensions and on Hawai'i Pidgin and Creole English

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 some of the axioms that conventional economics teaches about economics. We do this by studying ethnological and historical economies and economics and how these give rise to alternative 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 has a Writing Intensive designation.

427 Food, Health, and Society (Method or Theory)
MW 02:00-03:15

Eirik J Saethre

Over the years, the ways in which people produce, share, and consume food has changed. Economic concerns, medical narratives, aesthetic tastes, advertising, production techniques, and globalization are just a few issues that shape our habits toward eating. This course examines food as both a commodity and a symbol. On one hand, food is an article of trade that is bought, sold, and exchanged. On the other, food can act as a symbol through which notions of race, ethnicity, gender, religion, and sexuality are expressed: food is good to think. Consequently, habits and changes in foodways impact and are impacted by a variety of cultural, societal, and political-economic factors. Drawing from a wide range of social contexts, this course introduces students to the anthropology of food.

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

Christine R. Yano

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?

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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.

REQUIRED TEXTS:

1. Copeland, Nicholas and Christine Labuski. 2013. *The World of Wal-Mart*. Routledge.
2. Ryang, Sonia 2015. *Eating Korean in America*. Univ. of Hawaii Press
3. Yano, Christine 2013 *Pink Globalization; Hello Kitty's Trek Across the Pacific*. Duke U. Press

**460 Asian Paleoanthropology (Area)
Tuesdays 12:30-03:00****Christopher J. Bae**

ANTH 460/660 will survey the current state of the eastern Asian human evolutionary record, particularly in its biotic setting. Emphasis is placed on the Asian hominin morphological and behavioral records in light of current debates. The primary goal of this course will be to lay a solid foundation from which you will be prepared to conduct more detailed studies on topics discussed over the course of the semester.

Student Learning Outcomes:

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

1. Understand the general theories underlying early and later hominin dispersals out of Africa and into Asia
2. Describe the Asian Neogene-Quaternary paleoenvironment and how environmental variation influenced hominin morphological and behavioral variability
3. Understand and reconstruct the current state of the eastern Asian Pleistocene hominin fossil and archaeology records

**462 East Asian Archaeology (Area)
MW 01:30-02:45****Barry V. Rolett**

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

This is a writing-intensive class. There will be a 10 page research paper and other shorter writing assignments. Students will also develop and give short powerpoint presentations on key topics. This course is designed for upper-division undergraduates and graduate students.

**464 Hawaiian Archaeology (Area)
MWF 09:30-10:20****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.

473 Lithic Artifact Assemblage Analysis (Method)
TR 10:30-01:00

Christian E. Peterson

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

481 Applied Anthropology (Method or Theory)
TR 09:00-10:15**Usha Prasad**

As a course designed to apply anthropological perspectives, values, data, theories, methods, techniques, and skills for practical purposes, this AN481 course will largely revolve around student projects. While the initial meetings will provide an overview of applied anthropology as a fifth subfield, the main focus will be to review, design, implement and discuss the application of cultural (e.g. ethnographic and comparative) methods of investigation. Students will be given case scenarios, each with separate cultural issues/concerns, to analyze and to identify appropriate methods and procedures for completing an anthropological investigation. One of the main products will be to complete a cultural impact assessment (CIA) study. CIAs are now required in the State of Hawaii, and often incorporate local and national regulations such as Hawaii is Environmental Justice, PASH, and Native American Graves Protection Act [NAGPRA]). Students will be guided in the direction of initiating and completing a mock CIA study. Among the CIA topics will be 1) homelessness along Kakaako; 2) health needs of local and [Micronesian] migrants; 3) TMT on Hawaii Island; and 4) revisiting the need for inter-island passenger ocean transport. The course will also cover the political and ethical ramifications of applied anthropological work.

Students will be required to think through issues in the course through reading, writing, and discussing. The class aims to be as interactive as possible, with field sites, videos, and in-class assignments.

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

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 those various forms, 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, as an object and force of consumption. 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. Popular culture in Japan, as elsewhere, forms and is formed by issues of identity that keep shifting and gaining new meanings.

REQUIRED TEXTS

- Yano, Christine 2013 *Pink Globalization: Hello Kitty's Trek Across the Pacific*. Duke University Press.
- Monden, Masafumi. 2015. *Japanese Fashion Cultures; Dress and Gender in Contemporary Japan*. Bloomsbury.
- Yano, Christine 2002 *Tears of Longing: Nostalgia and the Nation in Japanese Popular Song*. Harvard University Press.

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.

604 Biological Anthropology Core (Theory)
Mondays 12:30-03:00

Christopher J. Bae

ANTH 604 is the graduate core course in biological anthropology. This course offers a theoretical and conceptual basis for investigating the biological aspects of human variability. The topics covered in ANTH 604 roughly model the subjects found in any introductory level course in biological anthropology. The primary difference is that in ANTH 604 we will delve deeply into the primary literature and discuss/evaluate recent trends and findings in the field. The weekly topics to be covered are: the history of biological anthropology; theories of evolution; biological basis of life and heredity; biological classification and systematics; race and human variation/adaptability; primatology; primate behavior and ecology; and paleoanthropology.

The textbook is recommended for students without a strong background in biological anthropology (i.e., this is the first biological anthropology course you have ever taken). The assigned readings provide background and perspective to the weekly topics. As discussed below, you will be expected to do all of the weekly assigned readings prior to class. In view of the centrality of core courses to professional development in this department, class attendance and participation in the general discussion is mandatory.

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

Bill Chapman

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

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

Course Requirements:
Participation: 15%
Short presentations: 15%
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Book Report: 20%
Midterm: 15%
Project and Final Presentation: 35%

Required Text (s):

- U.S. National Park Service. Federal Historic Preservation Laws: The Official Compilation of U.S. Cultural Heritage Statutes. Washington, D.D. National Park Service, 2006. (Available on-line)
- Thalia Lani Ma'a. Laws of Historic Preservation in Hawai'i: Kanawai Mau Mo'olelo. Honolulu: Office of Hawaiian Affairs, 1998.
- Thomas F, King. Cultural Resource Laws and Practice. 3rd ed. Walnut Creek, Calif.: Altamira Press, 2008

660 Paleoanthropology of Asia (Area)
Tuesdays 12:30-03:00

Christopher J. Bae

ANTH 460/660 will survey the current state of the eastern Asian human evolutionary record, particularly in its biotic setting. Emphasis is placed on the Asian hominin morphological and behavioral records in light of current debates. The primary goal of this course will be to lay a solid foundation from which you will be prepared to conduct more detailed studies on topics discussed over the course of the semester.

Student Learning Outcomes:

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

- Understand the general theories underlying early and later hominin dispersals out of Africa and into Asia
- Describe the Asian Neogene-Quaternary paleoenvironment and how environmental variation influenced hominin morphological and behavioral variability
- Understand and reconstruct the current state of the eastern Asian Pleistocene hominin fossil and archaeology records

668 Archaeology Field Methods (Method)
Saturdays 06:30-05:00

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)
TBA**James M. Bayman**

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

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

711 Research Design and Proposal (Method)
Tuesdays 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 tuck 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.

750D Research Seminar: Ethnography (Area)
"Hawaiian Ethnography"
Wednesdays 01:30-04:00**Ty P. Kawika Tengan**

This seminar will critically examine the theoretical, methodological, and political dimensions of ethnographies of Native Hawaiian communities. These works have variously focused on one of a number of goals: reconstruction and preservation of Hawaiian culture and society; analysis of modern transformations and continuities; application in policy development and implementation; and intervention in Indigenous and local struggles. As such, this course will review a range of ethnographic work carried out in Kanaka 'Oiwī (Native Hawaiian) communities, with particular focus on studies of identity formation, social memory, cultural politics, health practice, and land development. We will discuss the theoretical frameworks and methodologies employed in each reading, as well as the ethical and political stakes involved in the researching and writing of Hawaiian lives.