

Department of Anthropology
Course Descriptions
Spring 2011

(Rev. 12/10/10)

151 Emerging Humanity
Sec. 01 TR 07:30-08:45
Sec. 02 TR 07:30-08:45
Sec. 03 MWF 02:30-03:20

Barry V. Rolett
Patrick Ball
Nancy I. Cooper

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 study the relationship between behavior and biology over the last five million years. We then explore fossil remains of human ancestors and begin with our relationships with living nonhuman primates. This foundation enables us to study the course of human biological evolution. 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. 1: MWF 07:30-08:20
Sec. 2: MWF 11:30-12:20

Paul Christensen

Cultural anthropology is the study of how humans have shaped and given meaning to the world in which we live. It is an exploration of the variety with which we build, alter, and adapt to our lived environment. It is the goal of this course to give students an introduction to anthropology, including its prominent figures and theoretical perspectives. It will give students the foundation upon which to engage with anthropology academically and develop an anthropologically nuanced worldview.

152(3) Culture and Humanity
TR 12:00–01:15**Eric Cunningham**

Anthropology is the study of humanity through time and across space. Cultural anthropology is a subfield of anthropology that explores the systems of meaning that humans apply as they encounter, interact with, and live in environments around them. The goal of this course is to offer students a look at anthropology as a framework for thinking about contemporary issues, such as: environmental change, human rights, and globalization. Through assigned readings and lectures students will gain an understanding of key concepts and theories used by anthropologists in addressing current issues. By the end of this course students will have a solid understanding of the unique perspective that anthropology offers to thinking about and engaging real-world problems.

152A Culture and Humanity
MW 03:00-04:15**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 such as East Harlem cocaine dealers, British witches, Russian cosmonauts, Malaysian peasants, Brazilian transsexuals, Korean businessmen, and Zulu warriors. A few of the questions we will be asking include: Why do baseball players perform magic? Is development in Africa simply a new form of colonialism? Do Aboriginal tales of UFO sightings express ethnicity and resistance to Australian rule? Students will develop the ability to think anthropologically and, in the process, reevaluate many of the fundamental assumptions of our society.

210 Archaeology
TR 10:30-11:45**Brian Lane**

Anthropology 210 is an introductory course in the principles of archaeology. It provides students with a broad introduction to the methods and theory that underlie what contemporary archaeologists do.

The course covers:

1. the origin, recent history, and goals of archaeology;
2. the acquisition of archaeological data, including methods of survey, sampling, and excavations;
3. the analysis of artifacts; and
4. synthesis and interpretation in prehistory. Several examples of archaeological research will be used to illustrate how archaeologists discover and evaluate the evidence of the past.

215 Physical Anthropology
MW 12:00-01:15**Christopher J. Bae**

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
Sec. 01: W 08:30-11:20
Sec. 02: W 12:30-03:20**Christopher J. Bae**

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

300 Study of Contemporary Problems (Theory)
MWF 10:30-11:20**Alex Golub**

This is mid-level undergraduate class designed show students how the concepts they learned in ANTH 152 “Culture And Humanity” are relevant to contemporary problems in today’s society. This semester, the class is organized into two sections. After an initial framing of the They Say/I Say methodology, the first section of the course examines issues of tolerance, cultural difference, and cosmopolitanism. In this section of the course we will do a close reading of Kwame Anthony Appiah’s *Cosmopolitanism*. In the second half of the course we examine the issue of human nature -- how do cultural and biological systems interact, and how does our account of this interaction shape our moral deliberations? In the second half of the class we examine this issue by reading *Neo-Liberal Genetics*, Susan MacKinnon’s critique of evolutionary psychology.

Who Should Take This Course

- Beginning and mid-level anthropology students
- Students interested in philosophy or political philosophy
- People genuinely interested in the topic and not just trying to fulfill their E and O requirements
- People interested in learning how to talk and discuss in small groups

After Taking This Course You Should Be Able To

- Summarize the arguments of class readings by describing what ‘they say’
- Compare their position with those of authors and other students in terms of their claims, reasons, and evidence
- Apply facts about human cultural and biological processes to ethical deliberation regarding tolerance and human nature
- Participate in a small seminar classroom organized using a modified version of the ‘Melbourne Method’
- Prepare class presentations with other classmates in small groups that will be given using the ‘Melbourne Method’

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the course content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; how to responsibly deliberate on ethical issues; and making ethically determined judgments.

This course also has an 'O' focus and is designed to provide students experience in a small 'seminar' style classroom. A major goal of the class will be to learn the skills necessary to participate in a small, orally intensive group discussion using two methods. First, the ‘They Say/I Say’ method developed by Gerald Graff. Additionally, we will be using a modified version of the ‘Melbourne Method’, which divides students into groups and gives them different roles to play in discussion. This will be discussed more thoroughly in class.

310 Human Origins (Theory)
TR 09:00-10:15**Michael Pietruszewsky**

This course is an introduction to the origin and evolution of our species, *Homo sapiens*. Human origins, or paleoanthropology, is a major subfield of physical anthropology. Although evidence from many disciplines are included, the primary focus of this course will be understanding human evolution using the human fossil record and comparative anatomy. The topics to be covered in the first part of the course include the principles of evolution, the physical and geological context of evolution, evolutionary systematics and classification, and comparative primate anatomy and behavior. The latter part of the course will focus on the history of paleoanthropology, earlier and later fossil hominin discoveries, the associated cultural/archaeological record, the controversies surrounding the origins of modern humans, and the peopling of New World and the Pacific. Other special thematic issues include bipedalism, evolution of the brain, intelligence, and language.

The format of this course will be mainly lectures. Readings will be assigned from the required textbooks for this course as well as other original readings.

Course evaluation will be based written exams, an annotated bibliography and a short term paper.

Pre: 215, ZOOL 101, or consent.

313 Visual Anthropology (Method)
TR 01:30-02:45**Guido Pigliascio**

This course focuses on a critical examination of ethnographic films, beginning with early documentaries and extending to more contemporary examples and photography. The ongoing explosion of technology in the area of visual representation – including digital cameras, handy-cams, digital editing programs for computers, the television and the Internet – holds exciting potential for ethnography. Nevertheless, this course is not meant to be a hands-on production course.

There are two sides to visual anthropology: reception (the study of visual imagery) and production (the creation of ethnographic visual imagery). This course will consider the problems of representation; problems particular to visual media as well as problems of representation per se. The main purpose of this course is to develop a critical awareness of the implications of who represents who to whom, and how. This will be accomplished through a combination of readings in visual anthropology, the screening of selected films, and discussions.

Readings will be assigned from:

Ruby, Jay, 2000. *Picturing Culture: Explorations of Film and Anthropology*. University Of Chicago Press. Additional readings will be posted on your Laulima course Resources.

315 Sex and Gender (Theory)
MWF 09:30-10:20**Nancy I. Cooper**

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. Attendance is mandatory and rewarded as a component of the grade with allowance for up to four excused absences. Some films will be shown in class, with specified responses required.

REQUIREMENTS & GRADING: Grading consists of 10% participation and attendance, 10% responses to videos, 15% oral presentation, 15% term paper, and 50% exams.

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

Ahmed, Leila (1992) *Women and Gender in Islam*

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

Course Reader (prepared by instructor).

372B Indigenous Peoples: Mesoamerica (Area)
TR 01:30-02:45

Christine Beaulé

Columbus's "discovery" of the Americas eventually brought not only colonization by the Spanish, but also new ethnic identities such as "Indian" that masked remarkable diversity among the indigenous societies of Mesoamerica. We begin by exploring that cultural diversity, focusing especially on the Aztec and Mayan polities. We next examine how various ethnic groups in the region understood, shaped and dismantled identity categories from Prehispanic through modern times. A set of primary documentary sources adds different indigenous, mestizo, and Creole voices to our discussions. Finally, we read an ethnography of a Yucatan Mayan community today who use subtle forms of resistance to combat modernization and preserve their cultural heritage.

This Writing Intensive course blends a student centered discussion format with occasional lectures on topics in academic research and writing. A series of short essay drafts and revisions constitute your writing portfolio; a longer research project and peer review assignment completes the course requirements.

380 Archaeological Lab Techniques (Method)
W 08:30-11:00

TBA

Laboratory analysis and evaluation of field data; preservation and restoration of artifacts. Preparation for publication. Pre: 210 or consent.

385G Undergraduate Proseminar: Biological (Theory)
“Bioarchaeology of Pacific-Asia”
M 01:30-04:00

Michael Pietruszewsky

Bioarchaeology is an emerging discipline that emphasizes the human biological component of the archaeological record. Human skeletal and dental remains provide an important source of information on the study of human variation and the state of the human condition and human behavior in the past. This course will focus on the bioarchaeology of the Pacific-Asian region focusing on archaeological human skeletons. The regions to be covered in this course include Polynesia, Micronesia, Melanesia, Australia, East Asia, and Southeast Asia. Among the topics to be explored are musculo-skeletal indicators, paleodemography, paleopathology, dental anthropology, indicators of biological stress, trauma and violence, infectious diseases, biodistance studies, isotopic analysis of diet and nutrition.

Prerequisites: Anth 215, 215L; Anth 384, 384L; and consent of instructor.

Format: Some lectures and student-led discussions of assigned readings.

Texts: Larsen, CS 1997. *Bioarchaeology. Interpreting behavior from the human skeleton*. Cambridge University Press.

Grading: Discussion (40%); Annotated Bibliography (15%); Term Paper (35%); Oral Presentation (10%)

This course is designated as writing intensive

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

Emanuel Drechsel

Contents:

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

- * Nature of language and culture as contrasted with other forms of communication and behaviors
- * Language and thought (with special attention to the question of linguistic and cultural constraints on “the human mind” or linguistic relativity)
- * 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)
- * 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.)
- * 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 requires an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of “Pidgin” (Hawaiian Pidgin-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: introductory linguistics

Texts:

Duranti, Alessandro. 2009. *Linguistic Anthropology. A Reader*. Second edition. Malden, Mass.: Blackwell Publishing

Foley, William A. 1997. *Anthropological Linguistics. An Introduction*. Latest edition. Malden, Mass.: Blackwell Publishing

Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. Fourth or latest edition. White Plains, NY: Longman.

(plus some readings on language change and its sociocultural dimensions and Hawaiian Pidgin-Creole English)

417 Political Anthropology (Theory)
MWF 01:30-02:20

Alex Golub

Political Anthropology of Financial Elites

In the past five years financial elites have had tremendous political effects: creating first in 2007 a financial crisis that spread across the globe and, in 2010, an ecological disaster in the Gulf of Mexico. How can the actions of a few powerful corporate executives affect the lives of millions? In this course we will examine the political anthropology of financial elites, seeking to understand how corporations and financial markets become political actors in national and global politics, and how these markets and corporations become institutions just as we will examine how corporations and financial markets become arenas within which political action can take place. Throughout, we focus on the ethical concept of responsibility: in a world where the abstract actors like 'corporations' and 'markets', which actual humans should take the blame -- and receive the praise -- when they fail or succeed? And how is the answer to this normative question tied to empirical understandings of agency and personhood?

Our three main texts for this class this semester will be Robert Jackall's *Moral Mazes: The World of Corporate Managers*, Karen Ho's *Liquidated: An Ethnography of Wallstreet*, and Caitlin Zaloom's *Out of the Pits: Traders and Technology from Chicago to London*.

This class has a 'theory' (T) designation.

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the course content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; how to responsibly deliberate on ethical issues; and making ethically determined judgments.

Who Should Take This Class

- Advanced anthropology students and graduate students
- All students interested in business and the economy
- Students from business-related disciplines interested in learning more about ethnography

After Taking This Class You Should Be Able To

- Analyze the rhetorical structure of other ethnographic texts
- Assess the validity and accuracy of mainstream news reports about corporations and financial markets
- Deliberate about the assignment of responsibility to corporate entities

419 Indigenous Anthropology (Method or Theory)
TR 10:30-11:45

Ty P. Kawika Tengan

What happens when the distinction between the “native” and the “anthropologist” is blurred, when the “home” becomes the “field”? What do indigenous perspectives and politics bring to anthropological practice, and what can anthropology offer indigenous peoples? How does one study culture in a world where the “exotic” is now “familiar,” and the “familiar” is found in “exotic” places? How do people maintain a sense of indigeneity in such a world? This class will attempt to answer these questions and others by starting from the following premises. First, anthropological and native subjectivities have been mutually constituted, as exemplified by the history of anthropology of and by Hawaiians. Second, political decolonization and transnational indigenous rights movements have entered into dialogues with academic anthropology by creating alternative (though related) spaces for thinking and writing about culture, particularly in Native Pacific Cultural Studies and indigenous research centers. Third, current engagements within the discipline (particularly those brought about by native, indigenous, and minority anthropologists) have suggested new ways of articulating “indigenous traditions” of both anthropology and Native Hawaiian and Pacific Islanders. This class will examine the possibilities and limitations of such articulations with respect to fieldwork methodologies, theoretical frameworks, and ethical guidelines. As a Hawaiian, Asian and Pacific Issues (HAP) course, we will focus on voices of Native Hawaiian and Pacific Islander anthropologists, as well as the ways they intersect. Along with a HAP, this course has a Contemporary Ethical Issues (E) and an Oral Communication (O) designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the course content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues pertaining to anthropological and indigenous research; how to responsibly deliberate on these ethical issues; and making ethically determined judgments.

Required texts (available at the UH Bookstore), in order they will be read (by initials of title as indicated on syllabus); they will also be on hold in Sinclair Reserves for 2 hour loan (by author last name):

-Smith, Linda Tuhiwai. 1999. *Decolonizing methodologies: Research and indigenous peoples*. London; New York: Zed Books.

-Sissons, Jeffrey. 2005. *First Peoples: Indigenous cultures and their futures*. London: Reaktion.

-Hau'ofa, Epeli. 2008. *We are the Ocean: Selected Works*. Honolulu: University of Hawai'i Press.

Tengan, Ty P. Kawika. 2008. *Native Men Remade: Gender and Nation in Contemporary Hawai'i*. Durham, NC: Duke University Press.

Other readings will be available in pdf format for download from webct.hawaii.edu or for purchase as a course packet at Professional Image.

462 East Asian Archaeology (Area)
W 12:30-03:00

Christian E. Peterson

Modern differences in the languages, customs, and politico-economic systems among what are today China, Korea, and Japan obscure the fact that all three share a common heritage of great antiquity. This course examines the development of ancient East Asian civilization from an archaeological and social evolutionary perspective. We survey the major cultural changes in each of these regions from their initial human colonization (as early as one million years ago) until about AD 800. This latter date represents the maturation of governmental systems in all three areas based on a shared religion, state philosophy, writing system, and a bureaucratic structure founded in the rule of law. From this point forward, China, Korea, and Japan can be referred to collectively as "East Asia." Prior to this time, however, the developmental trajectories of all three differed strongly from one another. Gradually, indigenous developments within Korea and Japan, in combination with interactions between their constituent societies and those of mainland China, helped to create a relative parity of organization within the region. Archaeological data are integrated across this region within successive time-frames, using local chronologies as building blocks, in order to trace the origins and intersections of those processes culminating in the formation of ancient East Asian civilization.

464 Hawaiian Archaeology (Area)
MWF 11:30-12:20

Jennifer Kahn

This course provides an in-depth introduction to the archaeology and pre-contact history of the Hawaiian Islands. Our focus will be on the pre-contact period but we will also briefly discuss transformations in the post-contact era. We will investigate evidence for when the islands were first settled and data pertaining to the elaboration and efflorescence of Hawaiian culture. Topics to be discussed include: Hawaiian Island resources and environments, timing of island colonization and settlement, origins of Hawaiians and contacts with Eastern Polynesia, household archaeology and daily life, subsistence economies, craft production, status and the emergence of socio-political hierarchy, monumental architecture, ideology, and the origins of socio-complexity.

Prerequisites: Anthro 210 or equivalent or Instructor approval.

Required Reading: *Feathered Gods and Fishhooks* (P.V. Kirch 1985) and assigned readings

475 Faunal Analysis in Archaeology (Method)
T 12:00-02:30

Barry V. Rolett

This "archaeozoology" course teaches students to identify, analyze, and interpret bone and shell remains discovered in archaeological excavations.

The course includes hands-on lab work, as well as reading and discussion of synthetic papers and case studies. Students will plan, research, and write a short research paper exploring one specific topic.

There is no pre-requisite for this course but it is designed to build upon the skills learned in ANTH 380 (Archaeological Lab Techniques) and ANTH 215 (Physical Anthropology).

Graduate students are encouraged to enroll.

484 Japanese Popular Culture (Area)
MWF 12:30-01:20

Paul Christensen

This course uses popular culture as the catalyst for a discussion of contemporary Japan from an anthropological position. Popular music, gender, conceptions of beauty, and sport are topics used as starting points for discussion, inquiry, and greater understanding of Japan. The primary goal of this course is to give students the tools to engage and critique popular culture as a topic of serious intellectual inquiry. Students will be required to look at popular culture critically and situate trends and changes within a global context. Emphasis in this course is placed on Japan's position in the world and the circulation of goods, ideas, and concepts between the global and the national.

486 Peoples of Hawai'i (Area)
M 01:30-03:00

Ulla Hasager

Critically examines the historical and contemporary experiences of various people of Hawai'i and utilizes anthropological and ethnic studies approaches to study identity, race, ethnicity, culture, language, gender, sex, class, land, and residence. Pre: junior standing or consent.

488 Chinese Culture: Ethnography (Area)
TR 12:00-01:15

Charles Fred Blake

This course is based on a series of readings, mostly well-known accounts of life in twentieth century China. The readings are a mix of Chinese-authored dramatic stories and foreign-authored ethnographic accounts. Our task is to see how much we can glean from these stories and accounts about social life in China during the twentieth century. Students are expected to read the materials according to the schedule and prepare to discuss them according to the goals of the course. Class sessions include illustrated lectures on the historical, geographical, ethnological, and interpretive contexts of each reading followed by open-class discussions and an occasional quiz. Students who have first hand familiarity with Chinese languages and culture may carry more of the burden of leading or stimulating discussions. But every member of the class is expected to participate one way or another. Graduate students are exempted from the quizzes in order to write a major research paper for presentation at the end of the course. The research paper must be on a pre-approved topic.

490 History of Anthropology (Theory)
TR 09:00-10:15

Charles Fred Blake

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, 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). This is a rigorous academic course which requires active learning.

**491 Special Topics in Southeast Asian Art History (Area or Theory)
Monuments and Nationalism in Southeast Asia
MWF 10:30-11:20**

Paul Lavy

This course is a critical introduction to a selection of Southeast Asian “monuments” (monumental architecture and sculpture, ancient and modern) that have been instrumental in the formation of collective and national identities in the region. Class sessions are organized into a series of case studies in which each monument is analyzed as an ongoing “biographical process” with attention to changes in use, meaning, and significance that have occurred from the “original” context to the present. Each monument has been selected in order to highlight important critical issues in Southeast Asian Studies. Major themes include: (1) Monuments, memorials, and memory; (2) The “romance” of ruins and notions of decay in conceptions of SE Asian art and architecture history; (3) “Golden Age” theories and the processes through which “classical” pasts have been constructed in colonial and post-colonial SE Asia; (4) the crafting of art and architectural history through replicas, models, international expositions, and museums; (5) The role of monuments and museums in Southeast Asian nationalism(s); (6) Monuments as sites and symbols of globalization and heritage; (7) Monuments as contested sites and zones of political, cultural, and economic conflict. This course is Writing Intensive (“W” Focus). Assignments include a series of short papers and a research paper project. For the research project, students are encouraged to apply the themes and critical perspectives of the course to their own regions of interest.

Prerequisite: ART 175 or Instructor Consent.

**602 Linguistic Anthropology (Theory)
MWF 10:30-11:20
W 02:30-3:30**

Emanuel Drechsel

The central concerns of linguistic anthropology are with the relationship between language and the rest of culture and with the way that language is actually used in cultural settings.

The overall objective of this course is to provide an advanced introduction to some important topics in linguistic anthropology. These include:

- a) cultural grammar, emics, and ethnosemantics
- b) structuralism
- c) linguistic relativism
- d) ethnography of communication
- e) microanalytic and pragmatic approaches

We will attend to the mutual influences of linguistic theory and methodology on the one hand, and anthropological theory and methodology on the other.

Grades will be based primarily on three two-hour exams. However, performance on classroom assignments and general quality of contributions to classroom discussions will also be taken into consideration.

603 Archaeology (Theory)
T 03:00-05:30**Terry L. Hunt**

This is the graduate core course in archaeology. The course provides a critical, synthetic review of theory and method as applied to *explanation* in archaeology. In the process we will consider the range of “theoretical” literature in archaeology. Our emphasis on explanation will lead us to philosophical questions about science and theory. We will also examine major historical questions—such as the origins of agriculture and social complexity—that archaeologists and anthropologists have long attempted to answer.

The course is organized as a seminar covering the following major themes and topics:

- I. Is a Scientific Archaeology possible?
 1. Science, theory, and systematic empiricism
 2. Building theory and units of meaning.
- II. Disciplinary Change
 1. Culture Historical foundations
 2. New Archaeology and Culture Reconstruction: debating analogy, behavior, “middle-range theory,” and processual reconstructions
 3. ‘Post-Processual’ frustrations
 4. Evolutionary Archaeology
- III Problems in Historical Explanation
 1. The origins of agriculture
 2. The origins of social complexity
 3. The evolution of cultural elaboration (e.g., monumental architecture)
- IV. Integrating Theory and Method
 1. Seriation and historical explanation.
- V. Prospects for Archaeology

Students will give a class presentation on an assigned topic. These assigned topics will present an analysis of some classic debates or problems in archaeology’s development. Students must also be prepared (by reading) to participate in critical discussion in each class session. Course requirements include the presentation and a paper on the same topic, regular seminar participation, abstracts, and a take-home final examination.

This course is not just for archaeologists. Others will find value in the critical analysis of theory, science, and explanation in anthropology, or the social sciences in general. Our emphasis will be on developing critical and analytical skills.

606 Anthropology of Infectious Disease (Method or Theory)
MW 01:30-02:45**Eirik J Saethre**

Infectious diseases remain the major cause of death worldwide. We live in a time of emerging infectious diseases including HIV/AIDS and Ebola Fever as well as resurgent old ones such as tuberculosis, malaria, and polio. The problem is compounded by infectious disease “traffic”—introducing infections to new species and previously not affected populations. This growing disease burden not only affects physical health, it also impacts and is impacted by social, cultural, and economic factors. The anthropological study of infectious disease explores the ways in which behaviors, notions, and health intervention strategies intersect. Furthermore, we will examine the unique insights and resources that anthropologists possess to improve the understanding and treatment of infectious diseases.

645 Historic Preservation (Method or Area)
W 01:30-04:00**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.

670 Applied Archaeology Practicum
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)
M 02:30-05:00**Geoffrey White**

This seminar offers graduate students the opportunity to learn the arts of research design and proposal writing. These skills are fundamental to any social science career. The ability to design a research project shows that a researcher not only possesses specific skills, but can plan and organize a project so that it is likely to produce desired results. Second, the ability to write an effective proposal (for external funding) allows the researcher to convince others that this is so. Research design and proposal writing are intimately connected. Each enhances the other.

Following student interests, the seminar will discuss approaches to research design in different modalities (basic, applied), methodologies (quantitative, interpretive) and subfields (archaeological, cultural)—although the instructor's location in cultural anthropology implies a certain bias). We will begin by reviewing examples of funded proposals in order to examine them in terms of research design and format. In the main part of the course each student will develop his or her own proposal in successive stages critiqued and discussed with other students in the class.

Learning objectives for the course include developing the ability to:

- ▶ articulate a research question and design research to answer it.
- ▶ identify opportunities for collaborative and/or action-oriented research.
- ▶ discuss the ethical implications of research and get IRB approval.
- ▶ utilize and evaluate quantitative data in relation to research objectives.
- ▶ submit a grant proposal for thesis or dissertation funding.

750B Research Seminar: Archaeology (Theory or Area)
“Archaeology and Language”
M 02:30-05:00**Terry L. Hunt**
Robert Blust

The goals of this course are to introduce graduate students to the methods and some of the achievements of collaborative work on human prehistory that draws on the resources of both archaeology and historical linguistics. Approximately the first month will provide a concise overview of how scientific inferences are justified in each discipline. In the remainder of the course we will examine several case histories, exploring in depth what each discipline can contribute to an understanding of the human past in some part of the Pacific (including insular Southeast Asia). Stress will be placed on the need for preserving the independence of both fields, yet at the same time exploiting whatever advantages can be achieved through cooperation between them that would not be possible through the insights of either field alone. Case studies will be organized around three types of interdisciplinary relationships 1. complementary inferences (where one field provides relatively straightforward data about prehistory that is simply not available to the other), 2. corroboratory inferences (where both fields provide data for prehistoric inferences and they largely agree in the directions they point), and 3. contradictory inferences (where both fields provide data for prehistoric inferences and they disagree).

PREREQUISITES: None

GRADES: Grades will be based on three student reports at roughly three week intervals, plus a term paper.

This course will be cross-listed with Ling 770.

**750G Research Seminar: Biological (Theory)
“Bioarchaeology of Pacific-Asia”
M 01:30-04:00**

Michael Pietrusewsky

Bioarchaeology is an emerging discipline that emphasizes the human biological component of the archaeological record. Human skeletal and dental remains provide an important source of information on the study of human variation and the state of the human condition and human behavior in the past. This course will focus on the bioarchaeology of the Pacific-Asian region focusing on archaeological human skeletons. The regions to be covered in this course include Polynesia, Micronesia, Melanesia, Australia, East Asia, and Southeast Asia. Among the topics to be explored are musculo-skeletal indicators, paleodemography, paleopathology, dental anthropology, indicators of biological stress, trauma and violence, infectious diseases, biodistance studies, isotopic analysis of diet and nutrition.

Prerequisites: Anth 215, 215L; Anth 384, 384L; and consent of instructor.

Format: Some lectures and student-led discussions of assigned readings.

Texts: Larsen, CS 1997. *Bioarchaeology. Interpreting behavior from the human skeleton*. Cambridge University Press.

Grading: Discussion (40%); Annotated Bibliography (15%); Term Paper (35%); Oral Presentation (10%)