

Department of Anthropology
Course Descriptions
Spring 2006

151 Emerging Humanity

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

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

Sec. 03, MWF, 11:30-12:20

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

Sec. 05, TR, 09:00-10:15

Sec. 06, TR, 10:30-11:45

Sec. 07, TR, 12:00-01:15

Sec. 08, TR, 01:30-02:45

Robert Bollt

Jaida Samudra

Jaida Samudra

Nancy I. Cooper

Barry V. Rolett

Miriam T. Stark

Carole Mandryk

Carole Mandryk

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

Nancy Kleiber

This course introduces students to the subject matter, theories and methods of cultural anthropology. It provides information about the organization of human behavior in other societies, both past and present, and in our own. In addition students will be involved in a series of field trips and research projects relevant to the materials covered in the course. Attendance and participation are required. This syllabus is a work-in-progress. It may be modified to suit circumstances.

COURSE GOALS:

1. Become familiar with the concepts and vocabulary used in cultural anthropology.
2. Identify cultural anthropology's basic methodological and theoretical approaches through direct experience.

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3. Compare and contrast cultures in different geographical regions.
4. Apply anthropological insights to our own life experience, and to the social/cultural problems facing our global society.

REQUIRED TEXTS:

Kottak, Conrad: *Mirror for Humanity: A Concise Introduction to Cultural Anthropology*. Most recent edition. [4th or later.]

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

Plus ONE of the following ethnographies:

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

Becker, Anne. *Body, Self, and Society*. University of Pennsylvania. ISBN 0-8122-3180-5 (paper). [Fiji, rural village]

Chambers, Keith and Anne Chambers, *Unity of Heart*. Waveland Press. ISBN 1-57766-166-4 [paperback] [Polynesian atoll]

Kondo, Dorinne. *Crafting Selves*. University of Chicago. ISBN 0-226-45044-9 (paper) [Japan, urban women]

Shostak, Marjorie. *Nisa*. Vintage Books. ISBN 0-394-71126-2 (paper) [Africa, hunting and gathering band, desert]

Small, Cathy. *Voyages: From Tongan Villages to American Suburbs*. Cornell UP. ISBN 0-8014-8436-7 [paper] [Polynesia and California]

Stack, Carol. *All Our Kin*. Harper. ISBN 0-06-131982-1. [U.S. urban poor]

Turnbull, Colin, *The Forest People*. Simon and Schuster. ISBN 0-671-64099-2 Pbk. [Africa, hunting and gathering band]

ASSIGNMENTS AND EVALUATION:

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

152 Culture and Humanity
Sec. 02, MWF, 09:30-10:20
Sec. 03, MWF 10:30-11:20

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 contemporary human life ways (ethnography) while living among and participating with people of various groups or societies (participant-observation fieldwork). Basic concepts and ethnographic coverage of societies will be provided by the textbook, *Seeing Anthropology: Cultural Anthropology through Film*, by Karl Heider, that includes CD film clips with each book. Either these or other entire films may be viewed in class, depending on time constraints. Students will also read and report on an ethnographic work by Margery Wolf. *A Thrice Told Tale* is written in three parts; each "takes a different perspective, is written in a different style, and has different 'outcomes,' yet all three involve the same set of events" (Wolf 1992:7). By analyzing three ways of presenting ethnographic information (fiction, field notes, and scholarly journals), students will gain a better understanding of the role of writing in ethnographic work, while at the same time learn about life in Taiwan from a seasoned anthropologist.

152(4) 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.

If the object of a liberal arts education is to open the mind to new ways of seeing and thinking, there is no more central course in the liberal arts curriculum than cultural anthropology. On every subject and issue, it enables one to consider the possibility of other perspectives and frees one from cultural constraints on thought and valuation. The basic objectives of the introductory course are:

1. Convey the major interests, issues, methods, theories, and findings of the field of cultural anthropology, i.e., introduce students to the discipline.
2. Develop the student's capacity to understand and appreciate other ways of living and thinking. In this, cultural anthropology is analogous to music or art appreciation. It teaches appreciation for the aesthetic qualities of human cultures, for their complexity, capacity to generate meaning for members, and ability to organize human life in specific environments.
3. Demonstrate how to use anthropology to think about topics and issues. This is arguably the most important function of the course.

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4. Convey something of the anthropological experience. At the core of professional anthropological training is the transforming experience of fieldwork in another culture. Anthropology is a lived discipline, and in conveying a sense of the experience of fieldwork a unique dimension of meaning is added to the intellectual endeavor.

Texts for the course will consist of two ethnographies (an ethnography is a description of a culture)—*The Trobrianders of Papua New Guinea* by A. Weiner and *The Balinese* by S. Lansing; a collection of anthropologist-in-the-field stories—*Stumbling Toward Truth* edited by P. DeVita; and selected articles on various topics of interest.

152(5) Culture and Humanity
TR, 09:00-10:15

Cathryn Clayton

The course will introduce students to the anthropological concept of culture, and will examine three ethnographies that provide examples of how anthropologists have answered the questions “what is culture?” and “how does culture matter?” As well as providing an overview of some of the basic areas and issues that are of concern to anthropologists—with ongoing attention given to the intersections of culture and power—the course is designed to provide students the opportunity to think critically, constructively and independently about issues of culture and power in their own lives.

152(6) Culture and Humanity
TR, 10:30-11:45

Matthew Carlsen

This is an introduction to the study of cultural anthropology. In this course we will read, discuss, watch films, and surf the internet in order to gain a deeper understanding of human cultures both globally and locally. It is hoped that you will take from this course,

1. a basic understanding of anthropological methods and insights,
2. the ability to apply these methods and insights to your own life,
3. a fuller understanding of your own cultural values and assumptions, and
4. a deeper understanding and appreciation of human cultural diversity.

152(7) Culture and Humanity
TR, 12:00-01:15

Jaida Samudra

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

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

J. Lahela Perry

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

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

You will be graded on a 600 point scale. A possible 400 points can be earned through course work and exam(s). The assignments will vary from writing one-page response papers to presenting/debating a theoretical perspective amongst classmates.

A field note journal will be worth 100 points. It is an opportunity for students to express their ideas and perspectives about the course. Additionally, the journal will serve as an opportunity for students to reflect on the weekly responses to the topic, class organization, readings, videos, guest speakers, and website assignments.

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

Textbook: Fagan, B. and DeCorse (2005). *In the Beginning: An Introduction to Archaeology*. Upper Saddle River, Prentice Hall.

200(1) Cultural Anthropology
MW, 03:00-04:15**Christine R. Yano**

This course is an introduction to cultural anthropology, and is required for anthropology majors. Others are welcome to join, of course, but this course takes anthropology fairly seriously and expects a certain level of commitment to the field. There is no textbook for the course. Instead, we will rely on the interplay between lectures, readings, videos, and writings to interweave basic concepts and issues in cultural anthropology.

Central to the course will be the concept of culture--what it is, what its implications are, what we do with it. The first and last question of the course will be: *what is the concept of culture and how does it shape anthropology?* Culture is fundamental to all of our subsequent endeavors. We will look at the ways in which anthropology has defined culture through time.

Another important issue in the course is the process of doing ethnography. One of our goals for the course will be to give each student the opportunity to engage in fieldwork, write up that fieldwork as ethnography, and present the results of that to the rest of the class. This hands-on component will be one of the most important things that you do in the course.

210 Archaeology
MWF, 11:30-12:20**Terry L. Hunt**

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 the discipline of archaeology; 2) the formation of the archaeological record; 3) the acquisition of archaeological data, including methods of survey, sampling, and excavations; 4) the analysis of artifacts and palaeo-environmental remains; and 5) synthesis and explanation in scientific archaeology and prehistory. Our continuing archaeological research on Rapa Nui (Easter Island) provides multiple illustrations of how archaeologists discover and evaluate the evidence of the past.

215 Physical Anthropology
TR, 09:00-10:15**Michael Pietrusewsky**

Physical anthropology is a biological science that focuses on adaptations, variability, and the evolution of humans and their nearest relatives, living and fossil. Because human biology is studied in the context of human culture and behavior, physical anthropology is also a social science.

This course serves as an introduction to the field. The areas to be covered include the principles of evolution, biological basis of life, Mundelein and population genetics, human diversity, human (climatic) adaptability, growth and nutrition, biological classification, the biology and behavior of non-human primates (primatology), and the study of primate and human fossils (paleoanthropology).

A separate laboratory (1 credit) is offered in conjunction with this course. All those registered for the lecture course MUST register for one of the lab sections (ANTH 215L). Separate grades will be given for each course.

Required text:

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

Optional text:

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

Grading:

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

Extra Credit:

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

Web Site: <http://www.anthropology.hawaii.edu/courses/anth215/index.htm>

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

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

Purpose/Objectives of Course:

This course serves as the laboratory study of human and population genetics, human variability, primatology, human osteology, and human and primate paleontology. There will be assigned reading and assignments from the required textbook for this course. Eleven lab assignments are to be completed for a grade. The laboratory assignments will augment the material covered in the lecture portion of this course and provide ample opportunity for understanding the subject matter, concepts, and principles through observation, demonstration, and problem solving. In addition to completing two lab assignments, students are required to take lab practical exams.

Grading: 11 graded lab assignments (worth 60% of final grade) and two lab practical exams (@ 20%).

Required Textbook:

France, D. L. 2001. *Lab Manual and Workbook for Physical Anthropology*. Fourth edition. Wadsworth Group.

305 History of Anthropology (Theory)**Charles Fred Blake****TR, 09:00-10:15**

This is a historical survey of watershed ideas and intellectual genealogies that form the modern discipline of anthropology. This includes an understanding of the historical contexts and conditions for the advent and spread of these theories and the personalities whose published writings received the

most notoriety. Although our emphasis is on the modern 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 interpretive ethnography, feminist and other critical theories that have redefined the calling of anthropology. Classes are mostly lectures (based on Powerpoint presentations). Some time is allotted to question-and-answer discussions of assigned readings. For undergraduates, three quizzes (multiple-choice questions plus essays) and class participation determine the course grade. Graduate students are held to a different standard.

310 Human Origins
TR, 01:30-02:45

Michael Pietrusewsky

This course provides an overview of the major events of human evolution over the past 5+ million years. This course will emphasize the theory, methods, and evidence for reconstructing our evolution. As well as surveying the fossil evidence for human evolution this course examines how human behavior can be reconstructed using evidence from paleontology and comparative anatomy. The history of paleoanthropology, including significant and recent fossil hominid discoveries, the evidence from molecular genetics, and continuing controversies surrounding our origins are further covered in this course.

Lectures and a few laboratory sessions will provide the major format for this course. Readings will be assigned from the required textbook for this course as well as other original readings. Course evaluation will be based two written exams (a midterm and final) a lab practical, and a short written paper.

Required text:

Conroy, G. C. 205. *Reconstructing Human Origins* 2nd ed. W. W. Norton, New York
ISBN 0-393-92590-0 (pkb).

Optional text:

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

313 Visual Anthropology (Method)
TR, 10:30-11:45

Andrew Arno

The visual dimensions of anthropology—the uses made of films, photographs, drawings, and museum displays—have a rich and complex history and an even richer and more complex present and future. The ongoing explosion of technology in the area of visual representation—including digital cameras, highly portable videocams, digital editing programs for computers, television, and the Internet—holds exciting potential for ethnography. At the same time, contemporary concerns about truth and ethics in anthropology make the uses of the new technologies a subject of intense debate. This course will critically examine both the history of anthropological films, in the larger context of the documentary film as a genre, and also the contemporary debates about the representation of non-Western cultures in visual modes.

315 Sex and Gender (Theory)
MWF, 10:30-11:20**Nancy Kleiber**

We will examine biological, evolutionary, social, economic, legal, and ideological aspects of women's position in selected developing and industrial societies. Ethnographic examples will be drawn primarily from the societies of the Pacific Islands. We will also explore the impact of sex and gender in anthropological research, and feminist issues in anthropology.

The contemporary ethical issues we will be studying will be the social construction of gender, sexuality and reproductive roles in a variety of societies, including our own. Ethical issues focus on the conflict between 'traditional' roles and 'modern' ones, for both women and men, in all these societies. These issues are central to the study of sex and gender, and to feminist perspectives in anthropology.

REQUIRED TEXTS:

Brewis, Alexandra

1996 Lives on the Line: Women and Ecology on a Pacific Atoll. Harcourt Brace & Co.
ISBN 0-15-501969-4

Ehrenreich, Barbara and Arlie Hochschild [eds.]

2004 Global Woman: Nannies, Maids and Sex Workers in the New Economy. Henry Holt and Company. ISBN 0-8050-7509-7 paper.

Paul, Richard and Linda Elder

2003 The Miniature Guide to Understanding the Foundations of Ethical Reasoning. The Foundation for Critical Thinking [no ISBN #]

Sanday, Peggy

1981 Female Power and Male Dominance: On the origins of sexual inequality. Cambridge University Press, New York. ISBN: 0-521-28075-3.

Plus articles handed out in class on specific topics.**Recommended:**

Nanda, Serena

2000 Gender and Diversity: Crosscultural Variations. Waveland Press. ISBN 1-57766-074-9.

Yamanaka, Lois-Ann:

1999 Name Me Nobody. Hyperion. ISBN 0-7868-0452-1.

COURSE GOALS: (fuzzies)

1. To examine and analyze the situation of women and men in a variety of societies, looking at both the positive and negative aspects of their lives.
2. To examine the social construction of anthropological knowledge, by looking at anthropological theories and methods, and the critiques of these which have been proposed by feminist scholars.
3. To explore the ways in which materials from this course are relevant to the understanding of our own lives.
4. To learn and apply critical thinking and ethical reasoning skills in a variety of situations.
5. To facilitate student participation in all parts of the course, and perhaps even to have fun.

COURSE OBJECTIVES: (performance, criteria, conditions)

1. Vocabulary. A list of anthropological and feminist professional vocabulary will be supplied.
2. Research Papers. Each student will write a research paper about the lives of women of in a particular Pacific Island society. Students are strongly encouraged to research the lives of women in MATRILINEAL societies in the Pacific. This project will involve comparing the lives of women in 'traditional' societies to those of their granddaughters and great granddaughters NOW.
3. Reading/writing assignments. There are various writing assignments, to be done in and out of class. Assignments must follow directions, and be handed in on time [neither early nor late] to receive credit.
4. Leading discussions: Each student will be responsible for leading a class discussion, based on materials from the texts, handouts, etc.
5. Exams: There will be a vocabulary exam, and two mid-terms and a final, covering the readings, class discussions, films, field trips, and research papers.
6. Attendance and participation: This class depends on teamwork. We need YOUR consistent participation to make it work for everyone.
7. There will be an ethics component to most assignments. At least 30% of course time and graded assignments will be devoted to ethical reasoning and ethical issues.

Cross-listed as WS 315.

**345 Aggression, War and Peace (Theory)
TR, 10:30-11:45****Leslie E. Sponsel**

This course explores enduring and contemporary questions, problems, and issues of violence, war, nonviolence, and peace. These and related phenomena will be critically analyzed through the unique perspectives of the humanistic science of anthropology with its focus on holism, culture, fieldwork, comparison, evolution, and prehistory. Furthermore, the course will also critically analyze in historical perspective the role of anthropology and anthropologists in war and peace from Western colonialisms of the past five centuries to the neocolonialisms of the present. The main topics covered are reflected in the titles and sequence of the case studies listed below. This course is reading, thinking, discussion, and debate intensive, and it has an oral communication skills designation. Cross-listed as PACE 345.

Every student is required to read and discuss each of these three textbooks:

Jack David Eller, 2006, *Violence and Culture: A Cross-Cultural Interdisciplinary Approach*.

Douglas Fry, 2005, *The Human Potential for Peace: An Anthropological Challenge to Assumptions about War and Violence*.

Roberto J. Gonzalez, ed., 2004, *Anthropologists in the Public Sphere: Speaking Out on War, Peace, and American Power*.

In addition, every student is required to read at least two of the following case study books of their choice (listed in order covered) and to discuss them in an individual or panel presentation:

Paul Christopher, 1999, *The Ethics of War and Peace: An Introduction to Legal and Moral Issues*.

Ward Churchill, 2003, *On the Justice of Roosting Chickens: Reflections on the Consequences of U.S.*

Imperial Arrogance and Criminality.

Chris Hedges, 2002, *War Is A Force That Gives Us Meaning.*

Thomas C. Patterson, 2001, *A Social History of Anthropology in the United States.*

Keith F. Otterbein, 2004, *How War Began.*

R. Brian Ferguson and Neil L. Whitehead, eds., 1992, *War in the Tribal Zone: Expanding States and Indigenous Warfare.*

Eric Wakin, 1992, *Anthropology Goes to War: Professional Ethics and Counterinsurgency in Thailand*

David H. Price, 2004, *Threatening Anthropology: McCarthyism and the FBI's Surveillance of Activist Anthropologists.*

R. Brian Ferguson, 1995, *Yanomami Warfare: A Political History.*

Patrick Tierney, 2001, *Darkness in El Dorado: How Scientists and Journalists Devastated the Amazon.*

Carolyn Nordstrom and Antonious C.G.M. Robben, eds., 1995, *Fieldwork Under Fire: Contemporary Studies of Violence and Survival.*

Jeffrey Sluka, ed., 2000, *Death Squad: The Anthropology of State Terror.*

Mark Juergensmeyer, 2003, *Terror in the Mind of God: The Global Rise of Religious Violence.*

Pamela R. Freese and Margaret C. Harrell, eds., 2003, *Anthropology and the United States Military: Coming of Age in the Twenty-first Century.*

William Ury, 2000, *The Third Side: Why We Fight and How We Can Stop.*

David Graeber, 2004, *Fragments of an Anarchist Anthropology.*

**410 Ethics in Anthropology (Method)
TR, 01:30-04:00**

Leslie E. Sponsel

Since the controversy surrounding Patrick Tierney's *Darkness in El Dorado* erupted in late 2000 there has been a substantial elevation of the level of information, sensitivity, discussion, and debate about professional ethics in anthropology. Nevertheless, most anthropologists have failed to become informed about the controversy and to become engaged in the discussion and debate in a constructive way, something that is itself an ethical problem. This course will allot considerable attention to all sides of the controversy, including the critical viewing of a newly released BBC documentary. Moreover, this seminar will also provide a thorough historical survey of the development of ethics in anthropology since the 1910s and within the American Anthropological Association since the 1940s as reflected in the titles and sequence of the case studies listed below. General background will be provided through scrutiny of the Nuremberg Code, Declaration of Helsinki, Belmont Report, institutional review boards, and the like as well as through discussing a textbook on ethics. While our emphasis this semester will be on problems, issues, questions, and cases involving ethics in ethnographic fieldwork, we will also critically analyze a broad and diverse range of other subjects. For instance, we will debate a number of hypothetical cases of the violation of professional ethics in an imagined dysfunctional department of anthropology such as discrimination by members of a graduate admissions committee, a conspiracy by three faculty to sabotage a dissertation defense examination, favoritism in the awarding of student financial support, sex and age discrimination in "collegial" relations, and the creation and maintenance of a hostile work environment. This course is reading, thinking, discussion, and debate intensive. It is designated to satisfy the university ethics and oral communication skills foci.

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Every student is required to discuss in class each of these four textbooks:

Harry L. Gensler, 1998, *Ethics: A Contemporary Introduction*.

Carolyn Fluehr-Lobban, ed., 2003, *Ethics and the Profession of Anthropology: Dialogue for Ethically Conscious Practice*.

Pat Caplan, ed., 2003, *The Ethics of Anthropology: Debates and Dilemmas*.

R. Borofsky, et al., 2005, *Yanomami: The Fierce Controversy and What We Can Learn From It*.

Every student is required to discuss as an individual or panel presentation at least two of the following case study books of their choice together with background resources in a bibliography provided by the instructor :

Harry G. Frankfurt, 2005, *On Bullshit*.

John H. Bodley, 1999, *Victims of Progress*.

George W. Stocking, Jr., ed., 1992, *Colonial Situations: Essays on the Contexts of Ethnographic Knowledge*.

Karl Kroeber and Clifton Kroeber, 2003, *Ishi in Three Centuries*.

Orin Starn, 2004, *Ishi's Brain: In Search of America's Last "Wild" Indian*.

Thomas Biolsi and Larry J. Zimmerman, eds., 1997, *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*.

Eric Wakin, 1992, *Anthropology Goes to War: Professional Ethics and Counterinsurgency in Thailand*.

Dell Hymes, ed., 1999, *Reinventing Anthropology*.

Faye V. Harrison, ed., 1991, *Decolonizing Anthropology: Moving Toward an Anthropology of Liberation*.

David H. Price, 2004, *Threatening Anthropology: McCarthyism and the FBI's Surveillance of Activist Anthropologists*.

Johannes Fabian, 1983, *Time and the Other: How Anthropology Makes Its Object*.

Patrick Tierney, 2001, *Darkness in El Dorado: How Scientists and Journalists Devastated the Amazon*.

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

Roberto J. Gonzalez, 2004, *Anthropologists in the Public Sphere: Speaking Out on War, Peace, and American Power*.

Melvin D. Williams, 1993, *An American Village: The Ethnography of an Anthropology Department 1959-1979*.

420 Culture and Communication (Theory)
MWF, 09:30-10:20

Andrew Arno

Description will be posted on our website when available.

427 Food, Health, and Society (Method or Theory)
TR, 09:00-10:15

Nina L. Etkin

"Nutritional Anthropology" — the study of food, health, and society — examines the cultural constructions and physiologic implications of food across time, space, society, and culture. An integrated biocultural perspective comprehends that foods have both substantive (physical) and intangible (meaning-centered, symbolic) realities, and that a particular cuisine is best understood in the specific cultural-environmental-political matrix in which it has developed. In human societies, foods may be wild or domesticated, abundant or scarce; they speak to both tradition/continuity and modernity/change and foster identities at the same time that they create boundaries — among ethnic groups, genders, ages, nationalities, and historical eras.

The holistic study of food and nutrition draws attention to: the identification of "edibles" and their organization into cuisines; political ecology and resource allocation; subsistence and food production systems; individual and population differences in food metabolism; how demographic variables (gender, ethnicity, age) influence access to, selection of, and experience with foods; medicinal foods and the implications of diet for health. A specific objective of this course is to foster the comprehension of the complex interrelations among these variables.

446 Southeast Asian Cultures (Area)
MWF, 12:30-01:20

Alice G. Dewey

The course will cover a representative sample of societies from both mainland and island Southeast Asia ranging from small-scale hunting and gathering societies through the level of chiefdoms, up to large scale complex kingdoms with peasants and elaborate court cultures and the relationships between these societies and the modern nations within which they have now been absorbed. The community structure, political and economic structure, the kinship system, and the religion, or often religions, of each society will be discussed. The prehistorical and historical background of the region will be dealt with briefly and the impact of more recent political and economic events on each society and its environment will be discussed.

462 East Asian Archaeology (Area)
TR, 12:00-01:15

Barry V. Rolett

In this course, we examine key cultural developments in East Asia, with particular emphasis on the last 10,000 years. Early states rose and fell in some areas of Asia, while small-scale foragers persisted in others. The intensity of archaeological research has varied considerably from region to region across Asia. Accordingly, this course showcases regions where the most extensive archaeological work has been done.

Among the issues we explore are: the Asian Paleolithic (or "Stone Age"), the origins of settled life and the adoption of agriculture, and the development and organization of complex societies. We will also examine evidence that the origins of the Polynesians can be traced to a Neolithic homeland on the coast of southeast China. 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 writing-intensive class is appropriate for upper-division undergraduates and graduate students. We welcome students with interests in East Asia; background in archaeology is helpful but NOT a prerequisite for this course.

464 Hawaiian Archaeology (Area)
MWF, 10:30-11:20

Robert Bolt

In Hawaiian Archaeology we will be examining the colonization of Oceania, beginning in Melanesia and continuing throughout Micronesia and West and East Polynesia, with a concentration on Hawaii. Specific topics we will be addressing are issues of material culture and similarities, dating the colonization process, environmental adaptation, and the development of the Polynesian chiefdoms.

Our readings will include work from a variety of scholars, beginning in the mid-20th century and continuing through to the present day. Some major topics will include: 1) Hawaiian palaeo-environmental change; 2) Hawaiian origins, colonization, and inter-archipelago contacts; 3) patterns and processes of cultural change in Hawai'i; 4) population growth and expansion; 5) agriculture and systems of production; 6) socio-political complexity; and 7) the evolution of cultural elaboration. Frequent guest lecturers will illustrate specific case studies and give us firsthand insight into archaeology done here. Field trips to the Bishop Museum and archaeological sites will be arranged.
Prerequisites: ANTH 210 or equivalent.

Required reading: The assigned readings will be in a course packet and the textbook, *Feathered Gods and Fishhooks*, P.V. Kirch, 1985, University of Hawaii Press. The course packet will be for sale at Professional Image on King Street.

473 Lithics Analysis in Archaeology (Method)
MWF, 11:30-12:20

Robert Bolt

In this course, we will be examining the development of stone tool technology from its earliest roots, and trace its development on a world-wide basis. We will start by learning about different types of stone and how to make stone tools ourselves (required). We will learn how to analyze, classify, describe, and illustrate stone tools. We will also learn about how archaeologists use geochemical analysis to trace stone tools to their source of origin. Note that lithic analysis is a specialized and in-depth subject. While this is a writing-intensive course I strongly discourage students to take it based only on its ability to fulfill this particular requirement. **Prerequisites:** ANTH 210 or equivalent.

Required reading and material: reading will consist of *Flintknapping: Making and Understanding Stone Tools*, J. C. Whittaker, available in the bookstore, as well as additional weekly handouts and articles.

484 Japanese Popular Culture (Area)
MW, 01:30-02:45

Christine R. Yano

This course examines various issues in contemporary life in Japan through its popular culture and consumption. This is not a survey of pop culture forms. Rather, through manga, anime, karaoke, pop music, baseball, tourism, and other sites in everyday life, we will explore the forces by which Japan shapes and gets shaped. The course takes as its assumption that popular culture is a particularly rich node of culture, power, interaction, and consumption. This process of rethinking Japan will revolve around topics of nationalism, gender, sexuality, class, and globalization.
(continued)

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. No previous knowledge of Japan is necessary.

486 Peoples of Hawai'i (Area)
TR, 12:00-01:15

Ty P. Kawika Tengan

This course critically examines the historical and contemporary experiences of various peoples of Hawai'i. We will focus on the ways that individuals come to see, know, enact, and practice their membership in larger collectivities that are both institutionally and self-defined along the lines of race, ethnicity, culture, language, gender, sex, class, land, residence, etc. The stakes of knowing ones place in Hawai'i continue to rise as indigenous claims for land and sovereignty, state and national political restructurings, and global flows of knowledge, capital and bodies confound older ways of understanding "local" identity/ies. We will first review the cultural and social background of indigenous Hawaiians, focusing especially on the impact of colonization and land alienation. We will then discuss plantation immigrants and the creation of "local culture." We also discuss other immigrant populations from the Pacific, Asia, and US continent. In recent years, the idea of the "local" has become contested, and we look at some of the shifts in its meanings and fissures in what was once thought to be a "multicultural paradise." Globalization, tourism, and the military continue to transform the political economy, environmental sustainability, and cultural diversity of the islands, and we explore just a few of the issues that are raised. We end where we began with an exploration of contemporary Hawaiian articulations of culture and sovereignty and explore its implications for all peoples of the islands. Cross-listed as ES 486

601 Ethnology (Theory)
W, 01:30-04:00

Charles Fred Blake

This seminar follows in rough chronological order the development of various schools and theoretical subdisciplines in ethnology or cultural anthropology. Our goal is to develop a broad grounding in the theoretical underpinnings of the discipline so that students are prepared to undertake their own work from an informed perspective of both what has already been accomplished and what is currently shaping the discipline. There have been big paradigm shifts in cultural anthropology over the past century. The post-1960s challenge includes philosophical and political questions about subjectivity and power in society and culture and anthropological studies thereof. A portion of the second part of the course is devoted to reading and discussing these recent issues.

Weekly course work includes readings (many from original sources), written précis, student presentations and discussions on the theories, backgrounds, historical contexts, subsequent influences and critiques. Grades are assigned according to the following format: 10 points for facilitating each of two seminar sessions and 40 points for each of two exams (a midterm and final).

Many of the readings are original texts, and many of these have been excerpted or reprinted in compilation readers. There are three that are widely available. You can order them from Amazon.com if you want your own copies. They are expensive, so you may find it cheaper to xerox the needed materials, for which I make copies of the books available. I have also begun placing many of these readings on the Electronic Reserve at Sinclair Library that is accessible on your computer.

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- McGee, R. Jon and Richard L. Warms 2000 *Anthropological Theory: An Introductory History*, 2nd edition, Mountain View, California: Mayfield Publishing Company. This volume includes the editors' footnotes to each article that are generally helpful to the reader with minimal background in the field. For more advanced readers the notes provide focal points for discussion and debate.
- Bohannon, Paul and Mark Glazer 1988 *High Points in Anthropology*. New York: Knopf. This reader is more expensive, and, for better or worse, does not provide the degree of editorial guidance that McGee and Warms provide.
- Erickson, Paul A and Liam D. Murphy. 1998 *Reading for a History of Anthropological Theory*. Ontario: Broadview Press. This reader has a bigger selection of articles and in some ways a superior selection. The editors also highlight key terms in the text and provide a glossary at the end.

There are also a bunch of new texts on the history of anthropology from the perspective of current developments:

- Knauff, Bruce 1996 *Genealogies for the Present in Cultural Anthropology*. New York and London: Routledge.
- Marcus, George E. and Michael M. J. Fischer 1999 *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. Chicago: University of Chicago Press. [Knauff and Marcus address the current challenges to anthropology and attempt interesting syntheses of the traditional foundations with the new critical thinking.]
- Sidky, H. 2004 *Perspective on Culture: A Critical Introduction to Theory in Cultural Anthropology*. New Jersey: Prentice Hall. This is a strong critique of the recent turn of anthropology away from its claim as a science.
- Moore, Jerry *Visions of Culture* 2nd Edition. Altamira Press: ISBN 0-7591-0411-5) traces the intellectual biographies of some of our leading forebears.
- Barnard, Alan *History and Theory in Anthropology*. Cambridge U. Press: ISBN 0-521-77432-2). [Moore's book is a bit more colorful and concrete than Barnard's because Moore takes a biographical approach while Barnard reviews the history paradigm by paradigm.]

The best introduction to the three heavyweights of modern social theory is by another heavyweight. I think the book by Giddens is well worth owning:

- Giddens, Anthony 1971 *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge University Press.

603 Archaeology (Theory)
T, 01:30-04:00

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.

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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)
M, 02:30-05:00**

Nina Etkin

Infectious diseases remain the major cause of death worldwide. We live in a time of emerging (new) infectious diseases (e.g., HIV/AIDS, Ebola Fever, Hantavirus, Legionnaires’ Disease) and resurgent old ones such as tuberculosis, malaria, and polio. The problem is compounded by infectious disease “traffic” — introducing infections to new species and previously unaffected populations. This growing disease burden can be linked to human activities such as deforestation and other environmental degradation, contact with “exotic” animals, overuse of antibiotics, limited knowledge of disease transmission, and lack of resources for vaccination and other preventions. The anthropological study of infectious disease explores the interplay of pathogenic microbes in human populations by focusing on the intersection of cultural, ecological, and political factors related to the transmission and experience of infectious disease. Given the role of human action in infectious disease traffic, anthropologists — who observe and interpret human behavior— have much to offer for understanding infectious diseases and contributing to efforts to control them.

**640C Methods & Theory in Arch.: Environmental (Method or Theory)
“Historical Ecology”
M, 01:30-04:00**

Miriam T. Stark

This seminar takes as its subject historical ecology and landscape archaeology. Class topics focus on how we ‘read’ cultural interactions and landscapes from past environmental and historical evidence. Material covered in this course derives from the fields of environmental history and historical ecology as well as archaeology. Within the field of archaeology, this topic overlaps with distributional archaeology, geoarchaeology, ecological or environmental archaeology, social archaeology, settlement pattern archaeology, and evolutionary ecology. Landscape archaeology allows us to face in two directions simultaneously. First we can examine the social conceptualization and the creation of meaning as they are applied to human landscapes. And second we can describe and interpret environmental factors that interact with human activities and which contribute to the distribution of archaeological materials and humanly induced landscape changes. Students with specialties in archaeology, ecology, geography and environmental studies may find this course particularly useful.

Course Objectives:

- 1) Understand aspects of the history of research in historical ecology and landscape archaeology;
- 2) Identify and analyze competing strands of theory that contribute to historical ecology and landscape archaeology;
- 3) Recognize the role of humans in manipulating and altering landscapes through time; and
- 4) Become familiar with multiple disciplines including paleoecology, settlement archaeology, and historical ecology.

Each student in the seminar will be assigned one of the weekly topics to overview and will be expected to assist in the discussion of that week’s topic. Students in the seminar will also prepare a research paper related to landscape archaeology. While examples of landscape archaeology from Pacific and Asian contexts will be prominently featured in the readings for this seminar, we will also read related research in landscape archaeology from other areas of the world, including the American Southwest, the Eastern US, Europe, Mesoamerica, South America, and Africa.

Course Requirements:

Each student will be assigned one week’s topic (and assigned readings) and will be required to meet with the instructor for that week to come up with a series of discussion topics and will take active part in that week’s discussion of the readings (25 points). Each student will also complete a book review for Week 5 (20 points), as well as a term project that consists of an annotated bibliography on 10 readings that center on a topic germane to historical ecology and landscape archaeology (35 points). Attendance and participation in class discussion are also essential components of the course, and students can earn 20 points toward their total through such activities.

**645 Historic Preservation (Method)
W, 03:00-05:30**

Michael W. Graves

Historic and cultural resources are now covered by a raft of federal and local historic preservation laws. The intent of these laws is to protect and to encourage the wise management and preservation of these significant resources. In the first part of the seminar, the various laws and associated regulations together with their combined impact on historic properties will be presented and discussed. In the

second half of the course, we assess and critique the various components of historic preservation, including concepts and ethics as they apply to historic preservation. Students are expected to actively participate in each class meeting. There is a midterm exam following the first part of the course; students undertake a written research project pertaining to historic preservation during the latter half of the class.

694 Anthropology Colloquium Pro-Seminar
R, 03:00-04:15

Michael W. Graves

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

750B Research Seminar: Archaeology (Theory)
"Landscape Learning and the Archaeology of Colonization"
W, 02:30-05:00

Carole Mandryk

This research seminar will utilize landscape learning as a framework for understanding the processes of migration/colonization/settlement of empty landscapes (whether never inhabited by humans or recolonization of previously abandoned regions).

What ideological, social-cultural, and psychological mechanisms facilitate movement into new lands? Even in harshest of circumstances reactions to environmental changes are mediated by decisions of individuals. Can we identify archaeological correlates of the corresponding processes and behaviors?

We will address the mechanics of human environmental interaction without privileging either processual or post processual theoretical viewpoints, examining a wide range of ecological "migration as species range expansion" and ideological "migration as historical social process" explanations, with their varying emphases on physical parameters of environmental stressors vs. those driven by social life and cultural constructs.

A wide range of past colonization events will be examined (addressed), including postglacial colonization of Europe, peopling of Australia, Siberia, the Americas, and Polynesia, as well as historic "colonist" movements into "politically" vacant lands (e.g., Norse settlement of Greenland, European colonization North America).

Specific topics to be discussed include but are not limited to:

- 1) Archaeological and anthropological foundations of landscape learning processes,
- 2) Biological dispersal vs. social colonization,
- 3) The role of environmental perception, risk-taking, and decision making in the adaptation to unfamiliar landscapes,
- 4) Social, psychological, environmental, demographic and historical components of pioneer colonization processes,
- 5) Archaeological evidence for and interpretations of landscape learning during historic and prehistoric colonization events.

750D Research Seminar: Ethnography (Method)
“Microanalysis of Verbal Interaction”
T, 03:00-05:30

Jack Bilmes

This course will be a general introduction to conversation analysis. Aside from general coverage of sequential analysis, we will give special attention to categorical analysis and the role of translation and ethnography in the microanalysis of verbal interaction.

This will be a workshop-type course; in addition to discussing the readings and concepts, we will devote significant classroom time to on-the-spot analysis of transcribed data. Our primary source of data will be the Linda Tripp/Monica Lewinsky tapes, supplemented with materials from other sources, such as political campaign debates, and televised talk shows. Students will also learn transcription skills.

One special, semester-long project will be to assemble and analyze a collection of to-be-determined conversational phenomena from the Tripp tapes.

The general methodological framework will be that of conversation analysis. This involves, in particular, the use of naturally-occurring, recorded talk (rather than invented examples), a focus on interaction (rather than isolated utterances), and a participant orientation. That is, we will be concerned with how the participants construct the interaction and what they make of the talk rather than what an analyst might make of it. Readings will consist of selected articles. Evaluation will be based on analytical exercises, classroom reports on the readings, and a term paper. Students may choose their own data for the term paper.

750E Research Seminar: Social (Theory)
“Gender & Nation in the Construction of Identity”
T, 03:00-5:30

Miriam Sharma

This seminar explores the construction of gender identities in the context of western global expansion, nationalism, and current national projects and global processes. Because nationalism/the nation, gender, and sexuality are all social constructed, they play an important role in determining one another. The empowerment of one gender, one nation, or one sexuality virtually always occurs at the expense and marginalization of others. Issues of inclusion, exclusion, and othering are integral to the topic. Ideas of the nation and national identities are constructed through gendered representations, hierarchies, and narratives.

Drawing upon a range of case studies (from Indonesia to the Caribbean and the Middle East to Japan), crossing multiple disciplines--anthropology, ethnohistory, history, and political economy--we examine the multiple ways in which gender and nation impact identity.

Required Texts:

Ann Stoler, *Carnal Knowledge & Imperial Power, race and the intimate in colonial rule*

Kristin Hoganson, *Fighting for American Manhood: how gender politics provoked the Spanish-american and Philippine-American Wars*

Malek Alloula, *The Colonial Harem*

Leila Ahmed, *Women and Gender and Islam*

Ryan Bishop & Lillian Robinson, *Night Market: sexual cultures and the Thai economic miracle*

Karen Kelsky, *Women on the Verge: Japanese women, Western dreams*

Aihwa Ong & Michael Peletz, *Betwitching Women, Pious Men: gender & body politics in Southeast Asia*

Kamala Kempadoo, *Sexing the Carribean: gender, race, and sexual labor*

Mimi Sharma received her doctorate from the anthropology department at UH. Her fieldwork experiences and research are primarily on South Asia; her course offerings cover a number of themes pertaining to contemporary Asia.