

Department of Anthropology
Course Descriptions
Spring 2015

(12/8/14)

151 Emerging Humanity

Sec. 01-06 MW 08:30-09:20 plus lab

Sec. 07-12 MW 10:30-11:20 plus lab

Nancy I. Cooper

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. 01-06 MW 09:30-10:20 plus lab

Alex Golub

This course is an introduction to sociocultural anthropology, one of the four subfields of anthropology. Anthropology is the modern science of human behavioral diversity, and in this course we will examine how culture shapes and is shaped by human conduct. Our big questions are: What are the limits of human nature? What has the course of human history been like? What does it mean to study humans? What does it mean to describe human life? In our globally interconnected but culturally fractured world, understanding how and why people live their lives is more important than ever.

In this class students will work in small groups to become experts in one of the world's many culture. In the course of doing so, they will develop expertise in using that most valuable but old-fashioned institution: the library.

In this class students will read open access and fair use samples of texts to learn more about anthropology. There are no textbooks to financially burden the student. Attending class consistently to see how the materials all fit together is extremely important.

The final exam for this class will be a 800-1500 word essay asking you to describe the state of the planet, and what you are going to do about it.

(continued)

WHO SHOULD TAKE THIS COURSE

- * Students interested in fulfilling their Global and Multicultural Perspectives core requirement
- * Undergraduates interested in majoring in anthropology
- * Undergraduates interested in learning more about the world's cultures

AFTER COMPLETING THIS COURSE YOU SHOULD BE ABLE TO

- * Succeed in upper-level anthropology classes which assume knowledge of the culture concept
- * Assess nonfiction readings in terms of its content, rhetoric, and accuracy
- * Determine whether portrayals of 'primitive' people in the popular press and entertainment industry are accurate or not
- * Conduct research in physical libraries using physical books

152 Culture and Humanity
Sec. 07-12, TR 09:00-09:50 plus lab**Guido Pigliasco**

The goal of this course is to offer a comparative approach to the concept of culture and an analysis of how culture structures the worlds in which we live. This course provides a general overview of cultural anthropology for both majors and non-majors, giving them a fundamental grasp of the distinctive interrogatives about culture and social institutions from an anthropological point of view. Cultural anthropology is the study of multicultural perspectives and cultural diversity of human societies. It examines human societies from their beginnings to the postindustrial age, and considers the development of various forms of social organization and their significance for family and kinship, economics, politics, and religion.

Our textbook, *Humanity: An Introduction to Cultural Anthropology* introduces students to key concepts and data of cultural anthropology suggesting basic ethnographic methodologies also used in other social sciences. Its objective is to expose students to the richness and variety of human life in the past and contemporary worlds. While the textbook covers the traditional anthropological material, additional audiovisual material has been selected to give more insight into contemporary life styles.

152A Culture and Humanity
MW 10:30-11:45**Jan Brunson**

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

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

210 Archaeology
TR 07:30-08:45**Megan Edwards**

This course will provide students with an introduction to the methods and theory used by anthropological archaeologists to reconstruct and interpret past lifeways. The course will explore: 1) the history, goals, and theory of archaeology; 2) methods of acquiring archaeological data, including how sites are discovered and excavated; 3) techniques for analyzing a variety of archaeologically recovered materials; 4) approaches to interpreting archaeological finds and reconstructing the past; 5) the relevance of archaeology to contemporary society.

215 Physical Anthropology
TR 10:30-11:45**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
Sec. 03: R 12:00-02:50**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

**315 Sex and Gender (Theory)
Online****Jan Brunson**

What is the difference between sex and gender? And why is this important in today's world? This course introduces students to an anthropological perspective on the relationship between sex, the biological attributes by which a person is deemed "male" or "female", and gender, the norms, ideals and practices associating appropriate roles, behaviors and sexualities with men or women. In order to understand the various debates, we will read anthropological accounts of cultures in which sex and gender are construed very differently from our own, and combine these with a discussion of a documentary of gender as it is portrayed in American advertising. The course will provide students with ways to understand how we come to consider and express ourselves as "men", "women", or something else, and the social and cultural processes that shape us to act and think as gendered persons.

REQUIRED TEXTS

A World Full of Women (2014), by Ward and Edelstein. Pearson, 6th Edition, ISBN 9780205872800.

**325 Origins of Cities (Theory)
TR 12:00-01:15****Miriam T. Stark**

One of the more important trends in human (pre)history is the repeated emergence and development of an urban way of life. In this seminar, cultural anthropological, urban sociological, economic geographical and historical approaches to "the city" are used as vehicles of broader understanding into the origins of urbanism. After reviewing the nature of modern cities, we refocus our attention on premodern cities in the Old and New Worlds. We examine the emergence of ancient cities in comparative perspective and the dynamics of "urban life" in the premodern world from the vantages of archaeology and history. The same social, economic, and symbolic attractions that are suggested to have invited initial demographic concentration and the formation of early urban communities—despite social, ecological, and biological challenges—may also account for much of the subsequent change observed in such societies. Specific examples are drawn from the Near East, the Mediterranean, Africa, India, Southeast Asia, China, South America, and elsewhere.

Student Learning Outcomes

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

1. describe several important (pre)modern urban forms
2. briefly summarize several trajectories of (pre)modern urban development
3. identify the major factors underlying urbanism and discuss their interrelationships from multiple disciplinary perspectives
4. critically evaluate the quality of argumentation presented in professional readings on the subject
5. articulate a position of their own in several key debates of interest to urban studies academics
6. and support these positions verbally and in writing with appropriate evidence.

Course Prerequisites

Prerequisites: ANTH 322 (or concurrent), SOC 301 (or concurrent), GEOG 421 (or concurrent) or permission of the instructor.

Course Requirements

This is an upper-division undergraduate lecture/discussion which meets twice a week. As such, it is a readings-intensive, discussion-oriented class. You are expected to come to class prepared to contribute (frequently) to class discussions. Weekly topics of discussion will be based around assigned readings as conceptual case studies. On average, these readings will consist of 4–6 articles of 5–25 pages each per week, and may require several hours per week to complete. There will be weekly readings-based questions administered as hardcopy in class or posted online, designed to help organize and reinforce key concepts. Your

participation in in-class discussions will be graded. Regular class attendance is therefore required to do well in this course.

The required "textbook" for this course is:

Smith, Monica L. (ed.), 2003, *The Social Construction of Ancient Cities*. Smithsonian Press, Washington, DC.

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

Christine Beaulé

As the basic unit of social and economic organization, the household is the context within which culture is passed down and transformed in Latin America as it is elsewhere. Our gendered, ethnic, class, economic, and social behavioral patterns are shaped through our experiences in this private but critical cultural setting. Taking theoretically broad perspectives from readings in archaeology, cultural anthropology, urban studies, women's studies, history and sociology, we will tackle issues concerned with household architecture, forms of the family, wealth and status differences, the organization of labor, and gender and age-based social divisions, among others. Culturally specific responses to broader sociocultural change will also be explored, such as how households and communities design and modify food production systems (e.g., irrigation and nomadic herding/hunting strategies) or shape migration patterns.

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

381 Archaeological Field Techniques (Method)
Sat. 08:00-04:00

James M. Bayman

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

Fieldwork during the spring semester will focus on Kūpopolo Heiau and nearby locales in Kawailoa Ahupua'a, Waialua District, O'ahu. Students in the course will receive practical training in archaeological field techniques including site discovery and site documentation. Students will work in an outdoor "classroom" where they will learn how to identify, document, and investigate archaeological artifacts, features, and other cultural materials. Cultural practitioners and other volunteers in the North Shore community will share their knowledge and perspectives with the field school through demonstrations, "talk story" events, and hosted visits to cultural locales.

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

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

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

385B Undergraduate Seminar: Archaeology (Method or Theory)
“How Archaeology Works: Thinking Like an Archaeologist”
TR 09:00-10:15

Miriam T. Stark

Archaeologists use critical thinking skills to ask questions about the past, and we craft our questions around certain kinds of archaeological data. Students in this course learn basic scientific methods and tools that archaeologists use to study ancient peoples, their cultures, and past natural environments. We learn and practice strategies for creating, analyzing, and evaluating data to answer archaeological questions. Thinking like an archaeologist also requires thinking about professional ethics, and we do this to conclude our semester. All upper-class students are welcome to join the course, although completion of ANTH 210 (Introduction to Archaeology) is useful. This course is designed to prepare students for upper-division laboratory and analytical classes in archaeology. By the end of this class, students will be able to:

- Use their enhanced critical thinking skills through practice in the classroom, lab, and life outside the classroom;
- Understand selected classic and recent themes in, contributions to, and problems of archaeology;
- Formulate linking arguments between archaeological questions and archaeological evidence;
- Understand some basic archaeological methods, theory, and interpretive frameworks; and
- Discuss ethical issues inherent in archaeological practice within and beyond the United States.

This course requires active learning, active thinking, and active problem-solving. After working through some basic introductory concepts, we will examine an archaeological theme each week through lecture, some readings, and in-class exercises.

COURSE READINGS: There is no textbook for this course, but weekly readings will be available on Lualima as downloadable pdf files. Some (but not all) of the in-class exercises and take-home assignments will come from the following three books:

- Barber, R. J. 1994. *Doing Historical Archaeology: Exercises using Documentary, Oral, and Material Evidence*. Prentice Hall, Upper Saddle River, New Jersey.
- Daniels, S. and N. David. 1982 *The Archaeology Workbook*. University of Pennsylvania Press.
- Rice, P. C. 1998. *Doing Archaeology: A Hands-On Laboratory Manual*. Mayfield Publishing Company.

COURSE REQUIREMENTS: Students are expected to submit all in-class exercises and weekly class assignments within a week of the due date; no credit is given for late assignments. Completing course readings, attending class regularly, and participating actively in class activities are essential for doing well in this course. This is not a writing-intensive course, but archaeological thinking requires archaeological writing. Students will have the option to revise and resubmit up to 7 of their assignments, in consultation with the instructor.

385C Undergraduate Seminar: Ethnography (Area)
(Chinese Ethnography)
TR 02:30-03:45

Shihlun Chen

Being the 1st populated country and the 2nd largest economy in the world, Chinese society however is never a homogeneous cultural entity with its total of 56 official recognized minority groups, along with all the controversial ethnic conflicts and frontier separatism. This is why it is important to understand contemporary China from its cultural connotation and cogitation; that is China's culture diversity and ethnic structure in both regional and ethnical levels. This course will look into the contemporary Chinese ethnographies and China's diverse cultures as well as to provide students with practical course design in learning, presenting, and writing about China's ethnographies in Chinese. Student's advanced comprehension in Chinese language and the approval of enrollment from the instructor are both required. Please contact the instructor for further details.

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

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

- 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 includes an examination of not only the relationships of Hawaiian to immigrant languages, but also the history of “Pidgin” (Hawai‘i Pidgin and Creole English) as part of a review of pidgins and creoles.

Objectives:

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

Prerequisites: Introductory cultural anthropology; recommended but not required: introductory linguistics

Texts:

- Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge Textbooks in Linguistics. Cambridge: Cambridge University Press
- Duranti, Alessandro (ed.). 2009. *Linguistic Anthropology: A Reader*. Second edition. Malden, MA: Wiley-Blackwell
- Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. Fourth or latest edition. White Plains: Pearson-Longman
- plus some selected readings on language change and its sociocultural dimensions and Hawai‘i Pidgin and Creole English

416 Economic Anthropology (Theory)
TR 10:30-11:45**C. Fred Blake**

This course reviews the range of historical and ethnological economies and economics that pose alternatives to the current doxa of political economy. In the broader sense, we are interested in developing anthropological critiques of political economy, especially in its late, global formation. We begin with a work in the economics of Trobriand Islanders. This establishes an ethnological base. Then we review historical economies and economics beginning with Greek and Chinese. We follow this development in Western thoughts on economics in order to establish another base, the current system of capital or modern or conventional economics—or what I call economic society. In this line of thought we include Marxist economics and Institutional economics which pose radical critiques of conventional economics. Then we discuss the historical development of Economic Anthropology through its substantivist and formalist phases. We focus on the encounter between

social economies (i.e., pre-capitalist) and the expanding world economic system (capitalism) and the great issues of modernization and articulation between modes of production in peripheral economies. The penultimate phase of the course turns back to the system of global capital, the economies of consumption and the culture of consumerism. Finally we refocus on developing forms of social economy in the 21st century and where we go from here. Throughout, we are primarily interested in ideas of value and their relevance to changing conditions of humankind.

My goal in this course is to inspire students to think about how the study of anthropology offers historical and ethnological alternatives to the “inevitable” of modern economic society. More modestly my goal is to get students to become somewhat conversant in what anthropology has to teach about the nature of “economic things.” Achieving my modest goal can only be measured by how well students respond to quiz questions, to writing their essays, and to class discussions.

As of now, course requirements include two quizzes (midterm and final), a 5 page essay based on either a recommended monograph in economic anthropology or a case study of social economy in our community, and classroom participation. Each of these is worth 25 points out of a total of 100 points.

All course readings are on Laulima, Anthropology 416 Resources. Students who want a textbook in economic anthropology may enjoy *Economies and Cultures: Foundations of Economic Anthropology (Second edition, 2007)* by Richard R. Wilk and Lisa Cliggett, parts of which in any case will be on Laulima Resources. Another fine book, parts of which will also be on Laulima is *Global Problems and the Culture of Capitalism* by Richard Robbins. In addition to selections from these two fine books, we will read articles from various journals.

417 Political Anthropology (Theory)
MW 12:00-01:15

Alex Golub

This course is an introduction to the subfield of political anthropology. In it, we will use close case studies of the mining and petroleum industries to learn the framework of the political anthropological thought: a focus on social process, political conflict, the culturally-specific means by which people pursue culturally-specific goals, and the key role of framing and socializing conflict in order to prevail in it.

In the past ten years mining and petroleum companies have had tremendous political effects, ranging from the 2010 BP oil spill in the Gulf of Mexico to (arguably) fostering disorder in the Middle East. How can the actions of a few powerful corporations affect the lives of millions? In this course we will examine the political anthropology of mining and petroleum companies seeking to understand how corporations become political actors in national and global politics, and how these corporations in turn 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’ are major actors, which actual humans should take the blame -- and receive the praise -- when corporate actors? And how is the answer to this normative question tied to empirical understandings of agency and personhood?

You will be expected to read closely, develop opinions about the readings, and share those opinions with the class. You must bring the text to class (either on a kindle, cell phone, computer, or book) and you must be ready to take notes digitally or on paper.

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 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; responsibly deliberating on ethical issues; and making ethically determined judgments.

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WHO SHOULD TAKE THIS COURSE

Advanced anthropology students and graduate students
All students interested in business, engineering, or natural resource management
Students from any disciplines interested in learning more about ethnography

AFTER COMPLETING THIS COURSE YOU SHOULD BE ABLE TO

Analyze the rhetorical structure of 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
Describe the basic production systems of petroleum and mining companies to other students

**427 Food, Health, and Society (Method or Theory)
TR 09:00-10:15****Jonathan D. Baker**

"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 access and allocation; food acquiring strategies and 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 their 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 11:30-12:20****Nancy I. Cooper**

The contemporary peoples of the Southeast Asian region from mainland, to peninsular, to islands, as well as peoples of the sea, are tremendously diverse. How can we make sense of their many cultures and lifestyles ranging from foraging and slash-and-burn cultivation to technologically advanced urban living? Students taking this course will examine Southeast Asia's cultural diversity using commonalities as entry points. The commonalities include millennia-old linguistic ties, historical ties, particularly the impacts of foreign trade, introduced religions, and colonialism, and the more recent effects of development and global economic trends. Roughly the first third of the course will examine the whole region, with the second focusing on the nation-state with the largest population today, Indonesia. In addition to two textbooks, students will read one novel or memoir written by a Southeast Asian author (translated into English) for discussion in the third part of the course and to culminate in final projects.

Required texts: *The Peoples of Southeast Asia Today*, Winzeler, Robert
A History of Modern Indonesia, Vickers, Adrian

Plus the choice of one novel or memoir from a specified selection written by Southeast Asian authors from mainland, island, and diaspora perspectives. Included in the selections are writers of Balinese, Burmese, Javanese, Philippine, Thai, and Vietnamese origins.

It is preferable for students to have completed introductory courses in anthropology or Southeast Asian studies.

455 Human Biology of the Pacific (Area)
M 12:30-03:00**Michael Pietruszewsky**

This course focuses on the biological/physical anthropology of the Pacific and surrounding regions. In addition to examining the biological diversity of Pacific peoples, past and present, this course provides background on evolutionary biology, human ecology, and human adaptability. After reviewing the geography, prehistory, and languages of the Pacific, the course examines several broad themes in Pacific biological anthropological research. The topics that will be explored in this course include: early paradigms; human ecology/adaptability and the "cold adaptation hypothesis"; Polynesian phenotype; evidence for the initial peopling of the Pacific: dental, skeletal and genetic evidence; Lapita skeletal record; ancient DNA; early inhabitants of Australia and Indonesia; health and disease; migration and modernization in the Pacific. More specialized topics will include malaria, kuru in New Guinea, ALS-PD in the Mariana Is., etc.

This is a writing-intensive course with Focus Designation-W, which also fulfills the Biological Science (DB) Diversification Requirement at UHM. Pre-requisite: Anth 215, or consent of Instructor.

458 Forensic Anthropology (Method)
TR 09:00-10:15**Michael Pietruszewsky****Course Overview/Objectives**

Forensic anthropology is a specialized field of physical anthropology concerned with the application of the techniques of physical anthropology (and human osteology) to matters dealing with the law and the medico-legal professions. This course is intended to provide students with an introduction to the methods and theories of forensic anthropology. This will be accomplished through a combination of brief lectures, discussion of the assigned readings, case studies, and laboratory assignments. A field trip to the JPAC Central Identification Laboratory (CIL) at Joint Base Pearl Harbor-Hickam, Hawaii is also planned. Some of the methods and topics to be discussed include the retrieval of burials and crime scene techniques, determination of the time interval since death, age-at-death, sex, ancestry, stature, traits of individuation, the cause and manner of death, facial reconstruction, testifying as an expert witness, legal responsibilities, ethical issues, case report writing, etc. The assigned reading will come from the required course textbooks and other reading outside the assigned texts.

Required Texts

Byers SN. 2011. *Introduction to Forensic Anthropology* 4th ed. Prentice Hall.

Byers SN. 2011. *Forensic Anthropology Laboratory Manual* 3rd ed. Prentice Hall.

Readings

A list of the topics to be discussed is provided in Schedule-at-a-Glance. Students are expected to have completed all the required assigned reading prior to each class meeting and each is expected to participate in the general class discussion. Specific readings will be assigned to individual students who will be responsible for leading the discussion of that assigned reading/topic. Students will prepare a short written annotated bibliography of the reading(s) they are assigned for dissemination to the rest of the class. The frequency of these assignments will be determined by the number of readings assigned that week and class size. Lectures, which will be given sparingly, will introduce the weekly topics. The instructor will assess the workload periodically throughout the semester and make whatever adjustments might be necessary to adjust the quantity/quality of the assigned reading and laboratory assignments.

Readings Outside Assigned Texts: A complete list of the assigned reading, taken from the required tests and other sources, will be issued the first day of class. A copy of all of the assigned reading (except assigned reading from the assigned texts) will be made available through Electronic Reserves at Sinclair Library.
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Lab assignments:

Eight laboratory assignments are to be completed during the semester. The first lab will cover basic human osteology. The remaining labs will concentrate on methods (age, sex, stature, ancestry, etc.) and analysis of human remains in a forensic setting. One lab assignment will involve an actual forensic case which will require extra time to complete. All lab assignments will be turned in for a grade. Unless otherwise indicated, the lab assignments are due one week following the day they are set.

Grade Evaluation

The final grade for this course will be calculated based on the following distribution: Midterm exam = 20%; Final exam (includes written and practical = 30%; 8 Lab assignments = 40%, Discussion/Attendance = 10%. Letter grades will be assigned using the following:

Prerequisites: Students should have successfully completed a course in human osteology or skeletal biology (Anth 384) before taking this course. Exceptions to this rule can be made through the consent of the instructor. Auditors are discouraged from taking this course.

Lab Monitor Work: In order to facilitate the operation of the lab and to maintain this facility in a clean environment, each student will be required to sign up for one hour (per semester) of lab monitor work. Tasks will be assigned as required throughout the semester. Your cooperation in this matter is greatly appreciated and essential for the normal functioning of these labs.

The web pages for this course are at:

<http://www.anthropology.hawaii.edu/People/Faculty/Pietrusewsky/anth458/>

462 East Asian Archaeology (Area)
MW 09:00-10:15

Barry V. Rolett

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

This class is writing-intensive. There will be a 10 page research paper and many other shorter writing assignments.

463 Anthropology of Global Health and Development (Theory)
MW 01:30-02:45

Jan Brunson

This seminar explores the definitions and histories of development and global health initiatives in developing countries. "Development" refers to a set of interventions by governments, NGOs, and multilateral organizations in the attempt to alleviate poverty and poor health. We will discuss anthropology's critical analysis of development and global health alongside a few well-known, recent examples of popular books that propose solutions to global poverty. Reading materials consist of scholarly articles, ethnographies, and prominent pieces that have inspired wide-spread public debate in recent years.

3 credit hours. Prerequisites: ANTH 152 or ANTH 425.

Graduate students are encouraged to enroll in ANTH 663, the graduate version of this course.

464 Hawaiian Archaeology (Area)
W 01:30-04:00

Tom Dye

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

466 Quantitative Archaeology (Method)
TR 12:30-02:30

Christian E. Peterson

This course comprises an introduction to the basic principles of statistics as applied to the analysis of archeological data. A few more advanced topics (e.g. quantification, [re]sampling, and multivariate analysis) will also be discussed. The approach used is that of exploratory data analysis (EDA), not classical hypothesis testing. Use of computers is an integral component of the course. We will meet twice a week, once on Tuesday for two hours of lecture, and again on Thursday for a two hour laboratory session. Both lectures and labs will be held in the Geography Cartography Lab. The lab is located in the Physical Sciences Building (PSB), Room 310. Enrollment is limited to 15 students. The statistical software package that we will use in labs is R. R is open source software, available free of charge from CRAN at www.r-project.org. It will run on computers using Windows, MacOS or Linux operating systems. Lab sessions will mostly be about working with R and Rcmdr (one of R's graphical user interfaces) to complete exercises utilizing archeological data. Our weekly lab sessions will not often be enough time to fully complete these exercises; students must therefore download and install R and Rcmdr on their personal computers for use at home as well. Instructions on how to do so will be provided.

475 Faunal Analysis in Archaeology (Method)
W 12:30-03:00

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 need to spend additional time, outside class, with the lab and project materials. Access to the lab room (Dean 203) will be arranged at the beginning of semester. Regular attendance is required because this is a hands-on lab class and the knowledge gained is cumulative.

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.

482 Environmental Anthropology (Theory)
TR 01:30-02:45

Jonathan E. Padwe

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

490 History of Anthropology (Theory)
TR 01:30-02:45

Charles Fred Blake

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

608 History and Memory (Theory)
M 01:30-04:00

Geoffrey White

Stories about the past (sometimes called histories) play a central role in the life of nations, social movements, and personal lives. Given the close affinity of “memory” and “culture,” anthropology has long taken a special interest in stories about the past, especially the collective past. This seminar will explore a variety of disciplinary approaches to contemporary memory-making, emphasizing the ethnographic study of historical representation and the contestations that surround it. In particular, we will ask how the tools of ethnography may be used to analyze the poetics and politics of cultural memory, whether in ordinary conversation, museums, media, or grand ceremony.

How and where is collective memory created in today's globalizing societies? What are the social and political conditions of remembering and forgetting? In answering these questions we will explore historical representation in a variety of media (oral narrative, textbooks, film, photographs, architecture, the internet) and institutional sites (such as museums, memorials, commemorative practices, tourist sites, malls).

The seminar will provide an opportunity for students to pursue ethnographic and historical projects that extend their own research interests. Seminar assignments and discussions will encourage collaborative work and critical dialogue about the assumptions and strategies of current approaches to social memory.

645 Historic Preservation (Area or Method)
T 3:30-6:00 p.m.

William Chapman

Will be posted when available.

663 Anthropology of Global Aid (Theory)
MW 01:30-02:45

Jan Brunson

While practitioners and policymakers use discourses that focus on easing suffering in the developing world, others argue that development maintains historically and spatially defined relationships of economic power and political domination of “the West” over “the rest.” This graduate seminar examines the histories and ideologies of development, humanitarian, and global health initiatives. We will discuss anthropology’s critical analysis of these interventions alongside two popular books that have inspired widespread public debate in recent years.
3 credit hours. Prerequisites: Graduate level standing.

668 Archaeology Field Methods (Method)
Sat. 08:00-04:00

James M. Bayman/Windy McElroy

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

Fieldwork during the spring semester will focus on Kūpopolo Heiau and nearby locales in Kawaioloa Ahupua‘a, Waialua District, O‘ahu. Students in the course will receive practical training in archaeological field techniques including site discovery and site documentation. Students will work in an outdoor "classroom" where they will learn how to identify, document, and investigate archaeological artifacts, features, and other cultural materials. Cultural practitioners and other volunteers in the North Shore community will share their knowledge and perspectives with the field school through demonstrations, "talk story" events, and hosted visits to cultural locales.

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

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

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

670 Applied Archaeology Practicum (Method)
TBA

James M. Bayman

The practicum in applied archaeology is to provide students in the MA Track in Applied Archaeology with opportunities to acquire hands-on training and experience under the direction of practicing professionals employed in cultural resource management archaeology and/or historic preservation in Hawai‘i, the Pacific, and Asia. Locales where these practicum opportunities may be undertaken for graduate credit through UH Manoa include (but are not limited to) private cultural resource management firms, state and federal

government agencies, museums, universities, and private educational foundations. Agencies and organizations who might offer practicum internship sites may include the Bishop Museum, State Historic Preservation Division, the National Park Service, Office of Hawaiian Affairs, and various private archaeological consulting firms.

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

711 Research Design and Proposal (Method)
W 01:30-04:00

Jonathan Padwe

This seminar focuses on the design of research and the crafting of compelling research proposals. The components of the research proposal serve as the core components of the course. Course sessions will address (1) how to conceptualize research problems; (2) how to ask productive research questions; (3) how to identify the kinds of information necessary to answer those questions; (4) how to identify “the literature” relevant to the problem and position a project in a way that allows for making a useful intervention into that conversation; (5) the kinds of methods that will produce that information; and (6) how to analyze social data of various kinds in order to answer research questions. The course will also teach students to write convincingly about all of these aspects of research design. In the course we will also discuss the nitty gritty of how to write a winning research proposal, and will address, for instance, evaluation criteria and how proposals are reviewed, how to make your proposal stand out, and how to find research funds in an increasingly difficult funding climate. The final product for the course will be a completed research proposal in which all these elements are integrated in a sound logical framework.

The course will be relevant to students preparing to undertake scholarly or “applied” research, including graduate students in the social sciences and some students in the natural sciences who are in the process of planning research projects or who are preparing to write research proposals.

750B Research Seminar: Archaeology (Theory)
“Power, Water, and Complexity”
M 1:30-4:00

Miriam T. Stark

Water is the source of life. In the midst of global climate change, environmental crises for water resources and political debates over water, we now understand our complete dependence on water. This course investigates our long term engagement with water using archaeology, environmental history, and historical sources. We explore cultural and political aspects of water (around springs, rivers, lakes, marshes, reservoirs, and living by the sea) from the early Holocene to late antiquity. We concentrate particular attention on water management, ideology and power in the ancient worlds, both Old and New.

Political ecology analyzes synergies between human organization and the environment. This burgeoning field has attracted scholars from the fields of anthropology, forestry, development studies, environmental sociology, environmental history, and geography. Water is a key variable in many political ecological studies, and archaeologists working on ancient states globally have studied water; this archaeological research should contribute long-term perspectives to the field. In blending archaeology, environmental sciences, and history, this course encourages its participants to deepen and broaden their perspectives.

(continued)

By the end of this course, participants should:

- 1) Understand aspects of the history of research on hydraulic (and other) civilizations;
- 2) Identify and analyze competing strands of theory that contribute to current archaeological research on water management and the state;
- 3) Recognize the role of humans in manipulating and altering their hydraulic landscapes through time; and
- 4) Become familiar with multiple disciplines including paleoecology, settlement archaeology, and political 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. While examples 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.

No textbooks are required for this course. Instead, participants will complete a series of weekly readings that address the political ecology of water in ancient states.