



GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS AND EDUCATION
INTRODUCTORY ANTHROPOLOGY
ANTHROPOLOGY 1010 3(3-0-0), UT, FALL 2010

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Delivery mode: Lecture
Credits: 3

Pre-requisites: None
Contact hours: 45

Transferability: UA, UC, UL, AU, AF, CU, CUC, KUC

Calendar description: The study of mankind is provided through primate and cultural evolution, symbolic systems, cultural theory and culture change.

REQUIRED TEXTS

Miller, Barbara (2008). *Anthropology*. Toronto: Pearson Education.
Podolefsky, Aaron and Brown, Peter J., & Lacy, Scott M., (Eds.) (2009). *Applying anthropology: an introductory reader*. Boston, Mass.: McGraw-Hill Higher Education.

COURSE DESCRIPTION

Anthropology seeks to understand all aspects of what it means to be a human being. In the attempt to define and comprehend the human experience, anthropologists constantly seek differences and similarities: through time, between species, between social groups. This course will look into various branches of anthropology that approach the study of humanity from different perspectives. We will study physical anthropology (including human evolution and primatology), archeology, anthropological linguistics, and socio-cultural anthropology. Our immediate goal is to learn of the theoretical questions posed by anthropologists, the methods by which they seek answers, the insights they can provide and the practical implications of their findings. Our ultimate aim is to learn new ways of examining and analyzing our own experience.

COURSE SCHEDULE / TENTATIVE TIMELINE

See course package for lecture outlines and assignments.

REQUIREMENTS AND EVALUATION

There will be two principal kinds of assignments which will determine course grades: Reading Reflections and responses to Take-Home questions posed by the instructor. (For a description of Reading Reflections, see below.) Students will submit at least three of each, at a rate of not more than one a week, by ____ p.m. on Mondays. Only one assignment may be submitted for each week. (Place these on my door, or take to the mailroom for privacy.) **Only one late assignment** may be handed in, on Monday of Week 15. Each will be worth 12.5% of the final course grade (75% in total). If more than the required number of assignments is submitted, the lowest marks will be dropped from calculation of the course grade. Excessive grammatical or spelling errors may result in the loss of points. Double-space all assignments. Only paper copies of assignments are accepted, except for students who are video-conferencing. Students are invited to meet with me for an in-depth writing tutorial on their assignments or to discuss any topic related to the course.

Twenty-five percent of the course grade will be based on in-class assignments throughout the term. Many opportunities to earn points will be provided, so there will be no make-ups for these. For in-class assignments **ONLY**, calculate your mark as a percentage of total marks obtainable. The instructor will store students' assignments until the second week of the following academic term, when they will be discarded.

Given that assignments are submitted throughout the term, there is no final examination in this course.

Alpha grade	4-point equivalent	Percentage
A+	4.3	80-100
A	4.0	76-79
A-	3.7	73-75
B+	3.3	70-72
B	3.0	67-69
B-	2.7	64-66
C+	2.3	60-63
C	2.0	55-59
C-	1.7	50-54
D+*	1.3	45-49
D	1.0	40-44
F	0.0	< 40

All other assignments are marked on the alpha system.

* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

FOR STUDENT USE

You may wish to keep track of your grades here.

READING REFLECTIONS

	Date	Topic	Grade
1.			
2.			
3.			
4.			

TAKE-HOME QUESTIONS

	Date	Topic	Grade
1.			
2.			
3.			
4.			

IN-CLASS ASSIGNMENTS

For this portion of this the course ONLY, calculate your mark as a percentage of total marks obtainable.

DATE	MARK	DATE	MARK
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READING REFLECTIONS

Reading Reflections are to assist students to focus their reading on topics to be covered in class. From the set of readings listed with each topic outline, select concepts or ideas that you have experienced or in which you are interested. Relate and apply these to your life, your community, your experience, your concerns, and/or your understanding. Demonstrate your understanding of the concepts with good examples and with proper use of anthropological terminology. STANDARD CITATION PROCEDURES ARE EXPECTED. (See next page and GPRC policy: Student misconduct: plagiarism and cheating.) Reading Reflections should be double-spaced and approximately five pages (1250 words) in length.

Marks are likely to be deducted if these rules are not followed. (Most apply to answers to questions as well.)

- Be sure to make the connection between your own experience or interest and anthropology. Make sure you use (and spell) anthropological concepts and terms correctly.
- Your opinion is not at issue here; your conclusions are. Avoid using "I think" and especially "I believe". Beware of "should"! Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
- Define important terms and concepts, referring to readings.
- The purpose of these assignments is not to summarize readings, but to make use of important concepts.
- Use citations when summarizing the ideas or descriptions of others, not only to accompany verbatim quotes.
- Include a list of references! This is often the only way to ensure you are actually connecting your topic to anthropology; the text will almost certainly form part of it.
- Organization is important! Outline your paper (whether before or after writing it) to check that ideas follow logically and that you do not have serious contradictions.
- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- Attention to clarity of expression is expected.
- It is quite permissible (even encouraged!) to use your own experience as evidence (which is different from opinion), and to use "I" and "my".
- Do not use "you" unless giving advice or instructions, both of which are unlikely!
- Number your pages!
- Pay attention to notes and comments on your work. Their purpose is to help you improve your writing in form, expression and content--and also allow the instructor to communicate with you! If you need clarification, or can't read my writing--

Above all, if in doubt, talk to me!

GUIDE TO REFERENCES

If you use a direct quote (or a diagram, or statistics) from an author, your source must be acknowledged. The quotation must be exact! For example:

“There is a basic contradiction in the structure of girls’ social relationships.

Friends are supposed to be equal and everyone is supposed to get along, but in fact they don’t always. Conflict must be resolved, but a girl cannot assert social power or superiority as an individual to resolve it.” (Maltz & Borker, 2007, p. 158)

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged. Include the name of the author, publication date, and (usually) page number. For example:

Anthropologists are increasingly committed to collaborative research: learning with communities rather than about them (Miller and Wood, 2006, pp. 126-128).

In referring to an author whose work is cited in a text you are using, refer to the latter, not to the original source. For example:

This collaborative approach is partly a result of the realization that our research has an effect on people’s lives (Crapanzano, as cited in Miller and Wood, 2006, p. 123), and we’d prefer our influence to be intentional and positive

One way of citing an article is by using its title:

In “The tall and the short of it,” Bogin (2009) explains that his grandparents, who immigrated from Eastern Europe, had U.S.-born children who were one inch taller than they (p. 64). Apparently height is not exclusively genetic!

References to information downloaded from the Internet are similar to those used for print materials.

In the U.S., the prevailing attitude is that prison inmates are not “deserving” of sex. In a Brazilian prison, in contrast, inmates sign up to use a private room for an hour and can be joined by a girlfriend, wife, or sex worker (Comfort, Grinstead, McCartney, Bourgois & Knight, 2005).

And, should the information you’re using be found in Wikipedia:

Ancestral Puebloans designed and constructed the communities sometimes called “cliff dwellings” in the American Southwest (Ancient Pueblo Peoples, 2010).

REFERENCES

- Ancient Pueblo Peoples. (n.d.). In *Wikipedia, The Free Encyclopedia*. Retrieved 04:01, June 27, 2010, from http://en.wikipedia.org/w/index.php?title=Ancient_Pueblo_Peoples&oldid=370318327
- Barnes, N., et al. (coproducers), and Weitz, P. and Weitz, C. (Directors) (2002). *About a boy*. Universal Pictures.
- Diamond, J. (2007). Easter's end. In Aaron Podolefsky and Peter J. Brown (Eds.), *Applying anthropology: an introductory reader* (pp. 100-105). Boston, Mass.: McGraw-Hill Higher Education.
- Comfort, M., Grinstead, O., McCartney, K., Bourgois, P., and Knight, K. (2005). 'You can't do nothing in this damn place': sex and intimacy among couples with an incarcerated male partner. *The Journal of Sex Research* Volume 42, Number 1, February 2005, pp. 3-12. Retrieved July 24, 2010 from <http://www.philippebourgois.net/Journal%20of%20Sex%20Research%20Comfort%20et%20al%20partners%20intimacy%2005.pdf>
- Maltz, D.N. & Borker, R.A. (2007). A cultural approach to male-female miscommunication. In Aaron Podolefsky & Peter J. Brown (Eds.), *Applying anthropology: an introductory reader* (pp. 154-165). Boston, Mass.: McGraw-Hill Higher Education.
- Miller, Barbara (2008). *Anthropology*. Toronto: Pearson Education.
- Moyers, B. (Executive Editor) & Tatge, C. (Producer) (1988). The first storytellers, Program Three of *The power of myth*. New York, NY: Mystic Fire Video, Inc.
- Plagiarism. (n.d.). In *Wikipedia, The free encyclopedia*. Retrieved August 10, 2004, from <http://en.wikipedia.org/wiki/Plagiarism>
- Theroux, P. (2002, December). Hawai'i: Preserving the breath. *National Geographic* 202 (6), 2-41.

These go in alphabetical order according to the (first) author's surname. Anthology articles (and journal articles) are attributed to the author/s of the article, not the editors of the volume. The year of publication is the year of the anthology, not the original year of publication of the article. Underline or italicize (not both) titles of books or journals. Consult an APA style guide (some of which are available on-line), if you have doubts. (This one might work for you.)

http://en.wikipedia.org/wiki/APA_style

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
ANTHROPOLOGY 1010: INTRODUCTORY ANTHROPOLOGY
BRIEF LECTURE OUTLINES, READINGS AND WEEKLY QUESTIONS

Week 1 ends on the second Friday of the term; Week 13 is the last week of classes. You are advised to complete readings before a topic is covered in class and before attempting Take-Home questions or Reading Reflections. Class discussions are intended to clarify and supplement readings, not summarize them. In-class assignments (often quizzes) and essay questions are based on the readings and class discussions covered that week. Reread instructions for Reading Reflections and Reference Guidelines each time you do an assignment.

Answers to essay questions (the number corresponds to the week) or Reading Reflections must be submitted by ____ p.m. Mondays, at a rate of only one per week. (E.g. Week 1 assignments must be submitted by ____ p.m. on Monday of Week 2.) You should have completed at least two assignments by Week 7. Pay close attention to the topic of the week and to due dates for questions! These may change during the term. Both types of assignments are likely to be three to five pages in length, or up to 1250 words. Double-space all written work. The topic for Week 8 (which may be marked as a Question or Reading Reflection) must be done; it is not optional. (See Week 6 as well.) **Only one late assignment** may be handed in, on Monday of Week 15. Only one assignment can be submitted for each week. Except for video-conferencing students, only printed assignments are accepted.

In-class assignments will be held during the term at the instructor's discretion. There are no make-ups for these.

Readings are in

Miller, Barbara (2008). *Anthropology*. Toronto: Pearson Education.
and/or

Podolefsky, Aaron and Brown, Peter J., (Eds.) (2009). *Applying anthropology: an introductory reader*. Boston, Mass.: McGraw-Hill Higher Education. Eighth edition. (Articles not in the 2009 edition will be noted.)

Except for those marked "Related", all of the readings are required. Any assigned reading may be the topic of Reading Reflections during the appropriate week.

Week 1 INTRODUCTION TO ANTHROPOLOGY

Anthropology as a social science

subdisciplines of anthropology: biological, linguistic, archeological, socio-cultural
themes of description, comparison, diversity, change through time
culture and environment

READINGS

Anthropology

Chapter 1. Anthropology: the study of humanity.

Applying anthropology

Aaron Podolefsky and Peter Brown, Introduction: understanding humans and human problems.

Dick Gould, Identifying victims after a disaster.

Timothy W. Jones, "Clean your plate. . ."

One (or both!) of the next two:

Daniel Jordan Smith, Cell phones, sharing, and social status in an African society.

Paul Farmer, Culture, poverty, and HIV transmission: the case of rural Haiti.

QUESTION 1

Briefly describe the four diverse subfields of anthropology and applied anthropology. Provide one good* example for each of these that does not come from Miller's Anthropology.

*Good – i.e. feasible and clearly related to the field. A quick Internet search might be a good idea – but provide references!

WEEK 2 CULTURE

Culture: ". . . is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." (Edward B. Tylor, 1871, PRIMITIVE CULTURE. London: J.M. Murray. p.1)
"everything that people have, think and do as members of a society."
(Gary Ferraro, 1998, CULTURAL ANTHROPOLOGY: AN APPLIED PERSPECTIVE. Belmont, CA: West/Wadsworth. p.18)

Human beings born into culture; can't survive without it
material and non-material

Culture both possible and necessary w/ biological characteristics
brain, hands, bipedalism, physical vulnerability
lack of specialization

Must transform environment - and can
adaptation through culture; environmental effects on culture

Must live together in organized groups to develop and share culture--society
organization requires culture
symbols for communicating culture
culture is learned – enculturation

Knowledge of past, projection of future, near, far
place in space and time defined by culture

Cultures are programs for governing behavior
maintained and modified through practice through experience and creativity
dynamic, changeable, adaptive – culture change

Cultural diversity – subcultures, countercultures, different social statuses
social difference \leftrightarrow cultural difference
microcultures
cultural universals

Culture as a way of life
economic organization, social structure, political order, ideological system
meaningfully understood in relation to one another: holistic view
hence cultural relativism
avoid ethnocentrism

Kinship terminology

READINGS

Anthropology

Chapter 2, Culture and diversity (pp. 38-57)

Applying anthropology

Aaron Podolefsky and Peter Brown, Introduction to Part III: Cultural Anthropology

Horace Miner, Body ritual among the Nacirema

Bruce Bower, Slumber's unexplored landscape

Claire E. Sterk, Tricking and tripping: fieldwork on prostitution in the era of AIDS (Related)

QUESTION 2

In order to explore the concept of culture and how it functions to organize our thinking and our behavior, describe three to five rooms in your house. For each, answer:

- a) What is it called? (What is not named?)
- b) Who uses it? (Who does not?)
- c) For what purposes? When?

Write a good conclusion on what this tells us about culture.

Week 3

COMMUNICATION AND LANGUAGE

Importance of study of linguistics

- different culture, often different language
- culture learned through language
- helps to understand human mind
- learn of past of human groups
- non-verbal communication too
- talk / communicate / write

Characteristics of human speech

- vocal-auditory channel; heard and fades
- arbitrary--why "oink"?
- open system--innovations, combinations
- displacement
- traditional--taught and learned
- symbolic and evocative
- logical structure

Types of linguistic study (Think description rather than reason.)

- structural or descriptive – rules of sound, order, meaning > vocabulary
- ethnolinguistics – language and perception, language and culture
- historical linguistics – origins and relationships between languages and dialects and language and dialect communities
- sociolinguistics – language and social differences; ethnography of speaking; dialects; critical discourse analysis
- paralinguistics – behaviors supplementary to spoken language
- ethnosemantics – subculture vocabulary

Language is political

- unites and separates
- facilitates and inhibits communication
- can mark conflict, dominant/subordinate

READINGS

Anthropology

- Chapter 17, Communication

Applying anthropology

- Laura Bohannon, Shakespeare in the bush
- Daniel N. Maltz and Ruth A. Borker, A cultural approach to male-female communication
- Keith Basso, To give up on words...
- Margalit Fox, Village of the deaf

Related:

Morris, Desmond (1994). *The human animal: the language of the body*.

<http://video.google.ca/videoplay?docid=-3323021761394989726&ei=zoxgS8TGKpPaqwLL1eTFCA&q=body+language+desmond&hl=en#>

Great video!

QUESTION 3

Describe the following fields of study. Provide your own example of the kind of research which would be of interest to scholars in each field.

- a) a descriptive (or structural) linguist
- b) a comparative (or historical) linguist
- c) a sociolinguist
- d) a paralinguist (student of non-verbal communication)

Which of these approaches to the study of communication is a layperson (non-academic) most likely to use? Why?

Week 4-5 ECONOMIC SYSTEMS (See Week 5)

Typology of adaptive strategies / modes of production / subsistence systems
foraging, horticulture, pastoralism, intensive pre-industrial agriculture,
industrialism/world system

FACTORS IMPORTANT TO UNDERSTANDING OF CULTURE, SOCIETY, ECONOMIC AND POLITICAL SYSTEMS

WHAT ARE THE RESOURCES? Resources are not products
ecological niche: resources in the environment used by society
environment gives possibilities and imposes limitations
different cultures use an environment differently
human activities also affect the environment
Who has access to / control over them?
wealthy vs. poor

WHAT IS THE TECHNOLOGY (tools and knowledge)?
portable, made by all from local materials
fixed, imported, made by specialists
Who has access to / control over it?

HOW IS WORK ALLOCATED AND ORGANIZED?
Division of labor: age, gender, race, inheritance, by kin
with whom?
specialization: part or full-time
Who organizes / has the right to demand or command labor?

WHAT IS PRODUCED, IN WHAT QUANTITIES, FOR WHAT PURPOSE?
“funds” for subsistence, other seasons, emergencies, rent,
tribute, trade, profit, luxuries, social or ceremonial
obligations, gifts
Who makes production decisions?

HOW ARE PRODUCTS DISTRIBUTED?
governs consumption
reciprocity: exchange between equals
generalized: equitable sharing, don't await or count return;
balanced: await return, but not immediate
barter: usually immediate; different goods and services
redistribution: tribute goes up, redistributed down
market: profit, supply and demand, money
gifts
gambling, theft, charity / begging, welfare, credit, debt, exploitation
Which is the dominant mode of distribution?

Who controls products and distribution?
Combines elements of resources, work, technology, social relationships
Through work to obtain food, shelter, clothing, etc.
we perpetuate (reproduce) culture and society

REVIEW COURSE OUTLINE

READINGS

Anthropology

Chapter 11, Economic systems.

Applying anthropology

Jared Diamond, The worst mistake

Richard Borshay Lee, Eating Christmas in the Kalahari

Bridget Anderson, Just another job? The commodification of domestic labor

John H. Bodley, The price of progress

Philippe Bourgois, Crack in Spanish Harlem (Related)

Alan H. Goodman and George J. Armelagos, Disease and death at
Dr. Dickson's Mounds (Related)

QUESTION 4

Which adaptive strategy is most likely to be most damaged by, and which is most likely to benefit from each of the following events or processes? Justify your choices.

- a) damming of river systems
- b) fencing grasslands
- c) deforestation
- d) power outages
- e) collapse of the monetary system.

Be sure to consult all required readings when answering this question.

QUESTION 5

Which economic system/s favor cooperation, sharing and equality in wealth? Why?
Which favor competition, hoarding and disparity in wealth? Why?

Week 5-6 POLITICAL STRUCTURE

Typology of cultures, based on political system:

band, village, chiefdom, state, world system

versus Miller's "tribe", "chiefdom", "confederacy".

SIGNIFICANT VARIABLES:

Subsistence system

Region occupied: area and homo / heterogeneity

Population of political unit

Control over

access to resources and technology,

production and distribution (tribute?)

trade, weapons

Concentration of power, stratification

Formality of leadership

Control over people - social control

Dealing with conflict—from joking duels to arbitration to feud

trial by ordeal; witchcraft

External relations

Reliance on kinship, age, gender / impersonal relations—nationality, territory

Forms of ideological control

Foraging bands loosely structured by kinship, etc.

headman lacks power

resources, products shared

More structure among villages of tropical forest farmers

"big man", headman not authority

uses oratory, charisma, example to get help

must be generous, redistribute what all can produce

can be removed, lose position

does not own means of production—land

Tribal organization can be of autonomous villages or bands – confederacy

usually in response to outside threat

requires multilocal linkages

kinship, age grades, associations

Iroquois Confederacy – anthropology's "tribe", not chiefdom

Kaiapo village headman, not chief

Chiefdoms in areas of more ecological diversity

exchange between communities

"chief" is a position occupied by individuals

redistribution of goods of different areas and groups of people

States redistribute too, but syphons off much for elite

socio-economic stratification; power at the top

authority legitimized, institutionalized

difference in power allows--results from--exploitation

State must

- control population: know numbers, determine citizenship, status
- regulate behavior through law and order
- protect its sovereignty
- tax and conscript people for revenue and defense
- keep prevailing structure and property relations
 - class and caste systems
- manage trade, warfare, subsistence
- because of inequality, must also use ideological control

State vs. nation

World system reproduces this at global scale

Modern states started in Europe

- went overseas for raw materials, spices and gold – globalization
- local inhabitants forced to produce
 - when necessary, laborers transported--slavery
- conquest of "empty" areas, and of indigenous states
- movement of millions of poor and landless from Europe
- with independence, new nations created w/ arbitrary boundaries
 - not in response to local needs

Integrate the world, each region less self-sufficient

- some more powerful
- profit from, live well because of the poverty of the rest.

Racism a consequence of global inequality

READINGS

Anthropology

Chapter 16, Political and legal systems

Applying anthropology

James L. Gibbs, Jr. The Kpelle moot

Aaron Podolefsky, Contemporary warfare in the New Guinea Highlands

QUESTION 6

Describe two of the five principle types of political organization (bands, village societies, chiefdoms, pre-industrial states, world system) in terms of

- a) control over resources, especially land
- b) control over products and their distribution
- c) concentration of wealth and power—i.e. control over people, as a consequence of a) and b)

Week 7 MARRIAGE, THE HOUSEHOLD AND KINSHIP

All societies have to solve certain problems, fulfill certain needs
to reproduce themselves

responsibility for children: supporting them, training them

economic cooperation: for support of individuals,
especially children; for continuity

control sexual relations

establish relationships between social groups

establish property relations

These are often achieved through some form of marriage and family household

Family household: nuclear family household ideal of foragers and industry:

two parents and dependent children

for most societies, extended family household

family vs. kindred, relatives

family household : people related by ties of blood and/or marriage,
who live together

cooperating subsistence or economic unit

share work, resources, care of children

birth, adoption, fostering

division of labor between men and women, old and young

old teach young, young assist and support old

Marriage creates relationships between groups

hence levirate, sororate

political alliance, social exchange—kinship

“incest” avoidance

property relationships

bride price (wealth), progeny price, bride service

compensation for women's production and reproduction

dowry, woman's property or compensation for taking a woman

groom price

circulation of marriage wealth

polygyny, polyandry, polygamy, monogamy, endogamy, exogamy

POSTMARITAL RESIDENCE: This is closely related to access to resources and to descent. It determines who leaves the domestic group, their family of orientation, and who stays; who will be "home" after marriage. Ideal types:

Unilocal

Patrilocal, virilocal

Matrilocal, uxorilocal (avunculocal: live with MB)

Bilocal: some time in each; Ambilocal: some people in each,

Neolocal

Multilocal; single parent? joint custody?

DESCENT is the calculation of who is descended from whom,
may determine access to rank, property, and group membership
Bilateral / bilineal: through both parents equally, including everyone
individual's relatives are kindred;
only siblings have same kindred
Unilineal:
Patrilineal, Matrilineal go w/ societies w/ lineages
belong to same group as father OR mother
Ambilineal: through either parent; zigzagging.
lineage: descendants of common ancestor
clan: several lineages, descendants of a common (mythical) ancestor
lineage and clan exogamous; continue despite death of members
other relatives recognized but don't belong to same lineage

History of marriage and the family
industrial revolution forced urbanization,
individual wage employment, breakup of extended family
nuclear family needed, reinforced
largest unit that could be mobile for work
woman isolated in nuclear family
defined out of wage employment
defined as being worth less; underpaid, dependent
recent change w/ women in the workforce; independent
but largely responsible for children
individual independence; LOVE
increasing divorce and single-parent families
reproduction gets in the way of production
but production needed for reproduction
conflict between career and family for men and women
who benefits from divorce?

READINGS

Mosuo women - China

<http://www.youtube.com/watch?v=eoTrARDa8BU>

Anthropology

Chapter 14, Kinship and domestic life

Applying anthropology

Melvyn C. Goldstein, When brothers share a wife

Sarah Blaffer Hrdy, Mothers and others

Meredith F. Small, How many fathers are best for a child?

QUESTION 7

Using anthropological terminology, with reference to North American culture and society, discuss

- a) the ideal forms of marriage and family household ("ideal culture"), and
- b) actual practices ("real culture").
- c) Explain how ideal and actual forms reflect our socio-economic system.

WEEK 8

RESEARCH METHODS

PARTICIPANT OBSERVATION

go along, fit in, watch, listen, ask

INTERVIEW

listen to rather than talking to
topics rather than questions – “tell me about”

ARCHIVES AND DOCUMENTS

dry and dusty or juicy?

SURVEY – QUESTIONNAIRES

(following ethnography)

ETHICS – CONSENT

QUESTION OR READING REFLECTION 8
DUE DATE: 3 P.M. MARCH 16, 2010

Our topic for our classes this week is research methods in socio-cultural anthropology. Readings may be assigned, and Chapter 4 in Miller's *Anthropology* is on research methods. There are two possibilities for assignments:

INTERVIEW

You may interview someone on any anthropological topic(s). You must understand the anthropological perspective on this subject and, in your interview, seek information and perspectives that will allow you to make a comparison between his or her culture and experience and your own. You could have a conversation with a relative, a friend, etc. – preferably someone whose life experience has been different from your own. You may choose to deal with more than one topic.

Your write-up of this interview should

- a) Make clear that you are dealing with topics of interest to anthropology;
- b) Make social and cultural comparisons, and
- c) Include a description of the interview process.
- d) Use anthropological terminology where appropriate.

The topics and interview partner you wish to discuss must be submitted on Monday of Week 8 (i.e. March 2), though these may be subject to change and variation. This will also be graded as an in-class assignment worth 10 points. The Interview Consent Form (in Course Documents on Blackboard) must be submitted along with your assignment.

PARTICIPANT OBSERVATION

Take part in a public event or spend some time making observations in a public setting. Your report should include at least information on

- a) Who – are the people participating? Describe them and the roles they play. (You also will have to identify your role.)
- b) What – are they doing, what are the activities, actions and reactions?
- c) When – is the sequence of events?
- d) Where – You may wish to include a diagram of the setting.
- e) How – did you feel while participant/observing?

Because this is a public forum, consent forms should not be necessary. Use good judgment in determining this, however; ask permission if there is any doubt.

Your assignment for this week is not optional. However, it will be counted as either a Reading Reflection or as an answer to a Question – whichever best suits your grade at the end of term. As usual, these assignments should be 3-5 page in length.

WEEK 9 GENDER, SEXUALITY AND REPRODUCTION, LIFE CYCLE

All societies have methods of controlling reproduction - increasing or decreasing
all are rational
few see long-term implications

Who determines / decides about pregnancy and giving birth?
see social patterns
contraceptives: prescribed and proscribed

Under what conditions is the decision to have many children? Few?
relation between production and reproduction

What are the strategies to implement reproduction plans?
relation between conception and sexuality

Study of family essential to understanding gender relations
production and reproduction
in foraging societies, status of women high
horticultural societies--frequency of warfare crucial
pastoral and agricultural societies
strict inheritance rules of livestock and/or land
men work on these; men inherit
class differences; reproductive freedom ends;
European colonialism expanded European gender relations
along w/ European economic, political, social system
gender relations in our society
men expected to be providers
men get economic and hence political influence
women expected to care for family
women w/ children out of economic and political influence
in most (all?) societies,
women have ultimate responsibility for day - to - day care and sustenance
food, childcare, clothing, shelter
men have responsibility for emergencies (politics, long-distance trade,
war)

Who has power?

Life cycle:
rites of passage
personality types
meaning of different ages

READINGS

Anthropology

Chapter 12, Reproduction and human development

Applying anthropology

Heather Pringle, New women of the Ice Age

Meredith F. Small, Our babies, ourselves

John van Willigen and V.C. Channa, Law, custom, and crimes
against women

Corinne A. Kratz, Circumcision, pluralism, and dilemmas of cultural relativism

Lila Abu-Lughod, Do Muslim women really need saving? Anthropological
reflections on cultural relativism and its Others

Will Roscoe, "Strange country this". . .

QUESTION 9

Thus far, gender roles in all human societies have been different. Does "difference" necessarily mean "unequal"? Use examples from class discussions and assigned readings to support your conclusions.

Week 10 PHYSICAL ANTHROPOLOGY: GENETICS AND HUMAN VARIATION

Includes study

- of our physical makeup and characteristics
- possibilities and limitations for our behavior
- interacting with environment:
 - nutrition, activities, disease
- genetics: heredity from ancestors through parents
- human variation: differences and similarities between populations
- evolution: reconstructing ancient life forms and life ways
- primatology and ethology: similarities and differences with other animals

HUMAN VARIATION

We have 46 chromosomes, in 23 pairs

- gene pair is allele; 1/3 alleles can vary
- mitosis: normal growth, body cells duplicate and split
 - as do chromosomes; for growth and replacement
- meiosis: sex cells (gametes);
 - chromosome pairs do not duplicate; split up randomly
 - at conception, join up w/ random chromosomes from other parent
 - chromosomes can split;
 - somewhat random segregation and recombination
 - (of pieces of chromosomes)
- variation tremendous, importance of sexual reproduction

Environmental stress (conditions) very important, varied responses

- phenotype = genotype + environment
- non-genetic adjustments
 - behavioral, cultural: housing, clothing
 - myth of the evolving game-boy thumb
- physical adjustments—reversible, temporary
 - changes in basal metabolism, sweat, tanning, muscle build-up
- growth and development--biological plasticity
 - we have a great deal of biological plasticity
 - physiological adaptation w/out genetic change
 - high altitude chests, effects of disease and nutrition
- changes in population gene frequency occur,
 - microevolution, speciation, evolution
- mutations: alteration in genes and chromosomes
 - only introduce genetic variation if in reproductive cells
- random genetic drift - small population
- gene flow - new contact between populations
 - that were reproductively isolated
- non-random mating, limiting or inhibiting breeding; sexual selection

natural selection: genetic adaptation
environment allows more reproduction
of individuals w/ adaptive features
less reproduction of those w/ less adaptive features
fitness factors: disease resistance,
ability to gain or hold space, get energy, better reproduction
through generations, adapts species to environment:
genetic adaptation

Human culture modifies environment, softens selection
e.g. myopia matters little for sedentary w/ glasses
also makes environment worse, e.g. pollution

Principles of natural selection provide understanding of long-term speciation
caution in application to short-term, situation-specific behavior
assumption underlying natural selection theory: optimization of reproduction
individuals seek to reproduce as many reproductive offspring as possible
to pass on their genes as much as possible
reproductive success = number of viable offspring
individuals seek mates that will be best parents

Cautions about humans (and others – EVOLUTION'S RAINBOW)

what is “best” human partner?
what is reproductive success? # offspring?
what is best for species or population or social group?
sexual reproduction is always social--and cultural
natural selection in humans is tempered by culture

Ethnicity: emphasis on cultural, ancestry (potential biological)
voluntary identification vs. assignment

Origins of the contemporary ideas and categories of race and racism

C15, 16 travel and exploration by Europeans
observed physical differences among peoples
seek to categorize, make sense of variety
appeal of physical: visible, natural, immutable, unchangeable, inevitable
but traits don't covary, “parents in a blender”;
populations are almost never totally isolated; clines,
polygenic and continuous traits.
superficial physical differences conceal tons of similarity
biological plasticity: environment shapes appearance
gene flow and miscegenation have been constant

Scientific racism

cephalic index (head breadth / length)
Boas showed variance w/ nutrition
IQ; problem: culture and class bound, multiple intelligences
what is “race”? How are people assigned?
why the obsession with intelligence?

Cross-cultural genetic studies – TRAIT DISTRIBUTION –
migration, origins, reproductive interaction of human populations
e.g. blood types, body and urine chemicals, Mongolian spot
sickle-cell anemia – homozygous, heterozygous
common assumption that what we are is normal;
“they” had to adapt, e.g. skin color
lactose tolerance / insufficiency / deficiency—
lactase persistence / impersistence
“Blacks are better athletes.”

“Race”: NOT BIOLOGICAL
socially constructed on the basis of visible physical characteristics
racism attaches physical to socio-cultural criteria, as if inherited
problem: learned, not inherited
ranked categorization
visible physical attributes used to predict and explain
social, political, economic status

READINGS

Peggy McIntosh, White privilege
<http://mmcisaac.faculty.asu.edu/emc598ge/Unpacking.html>
Anthropology
Chapter 3, Science, biology, and evolution
Chapter 10, Contemporary human biological diversity
Chapter 15, Social groups and social stratification.
Social stratification, pp. 427-436

Applying anthropology

Aaron Podolefsky and Peter Brown, Part I: Biological Anthropology
(Introduction)
Barry Bogin, The tall and the short of it
Jared Diamond, Race without color
Peter J. Brown, Culture and the evolution of obesity
Cheryl Mattingly, Pocahontas goes to the clinic

QUESTION 10

Humans cannot be sorted into biological races. We do, however, sort ourselves into SOCIAL RACES. Explain and provide evidence from readings for both of these statements.

Week 11 PRIMATOLOGY AND HUMAN NATURE

Primate Info Net

<http://pin.primate.wisc.edu/>

Primatology studied to distinguish humans from and
incorporate us into the animal world
compare anatomy
compare social life
compare intellect

Evolutionary tendencies among primates

extremities: mobile digits, opposable big thumbs and toes
precision grip to pinch and grasp, tactile pads on digits,
fingers replace nose for feeling
nails replace claws, climb by grasping
vision: eyes to front, overlapping vision field for depth,
color vision, vision replaces smell
posture: upright, changes in vertebral column, chest, skeleton
brain: developed, more variation and complex behavior
infancy: prolonged gestation and dependency
teeth: fewer, changed shape,
change in econiche, social behavior, locomotion, etc.

Primatologists have helped learn

differences in human/non-human behavior quantity, degree
not quality
kinship, dominance, tool-making, language abilities
social relationships, aggression, sharing, parenting
emotions, gender

Problems with observer bias

READINGS

Anthropology

Chapter 5, The nonhuman primates

Applying anthropology

Barbara Smuts, What are friends for?

Meredith Small, What's love got to do with it?

<http://www.neiu.edu/~circill/F352C.pdf>

QUESTION 11

Anthropologists study living non-human primates in order to improve their understanding of human (a) physical, (b) intellectual and (c) social characteristics or behaviors. Describe important similarities and differences between them and human primates in each of these three areas.

HUMAN BEINGS IN THE ANIMAL WORLD

- Kingdom: Animalia
traits: mobile, multicelled, obtain energy from eating other organisms
not: plants, bacteria, one-celled fungi
split: Paleozoic, 570 million years before the present (myr B.P.)
- Phylum: Chordata
traits: notochord, gives internal structure to body, gill pouches, hollow nerve chord ending in brain
not: sponges, jellyfish, flatworms, mollusks, insects, crustaceans, spiders
split: Paleozoic, 400 myr B.P.
- Subphylum: Vertebrata
traits: vertebrae surround or replace notochord, brain encased in skull
split: Paleozoic, 400 myr B.P.
- Superclass: Tetrapoda
traits: four-footed
not: fish
split: Paleozoic, 400 myr B.P.
- Class: Mammalia
traits: mammarys, constant temperature, hair, teeth (incisor, canine, molar)
not: amphibians and reptiles, birds
split: Mesozoic, 225 myr B.P.
- Subclass: Theria
traits: do not lay eggs
not: duckbill, anteater
split: Cretaceous, 100 myr B.P.
- Infraclass: Eutheria
traits: placenta to nourish young within mother
not: marsupials
split: Cretaceous, 75 myr B.P.
- Order: Primates
traits: extremities: prehensile hands and feet, opposable thumb and big toe, flexible, rotating arms; vision: large eyes, stereoscopic color vision, poor smell; complex social behavior: few offspring/birth--two mammary glands, prolonged pregnancy, prolonged infant dependence on mother, group life to support mother/child, large brain to process social and physical information, communication
not: dog, cat, etc.
split: Paleocene, 60 myr B.P.
- Suborder: Anthroidea (monkeys, apes, humans)
traits: large, round skull; flat face; dry nose; mobile, dry, hairy upper lip
not: Prosimii (lorises, lemurs) with rhinarium (moist strip joining lip and nose), 2.1.3.3. dental formula
split: Eocene, 40 myr B.P.
- Infraorder: Catarrhini (Old World monkeys, apes, humans)
traits: sharp-nosed, 2.1.2.3.

- not: Platyrrhini (New World monkeys) 2.1.3.2., all arboreal, often prehensile tails, mobile spine
- Superfamily: Hominoidea: humans and apes
 - traits: relatively large, seldom on all fours, brachiate, knuckle-walk, bipedal, intelligent, no tails; terrestrial
 - not: Cercopithecoidea (Old World Monkeys), ischial callosity, terrestrial and arboreal (baboons, macaques)
 - split: Oligocene, 30 myr B.P.
- Family: Hominidae—our closest relatives; only *H sapiens sapiens* now living (hominin)
 - traits: arms and hands carry heavy objects; dextrous; strong, long thumb
 - bipedal: foot with arch, parallel toes, long legs, gluteal muscles; pelvic girdle flat, basin-like, weight-bearing; vertebral column curved, long neck, head centered, foramen magnum (hole for vertebral column) directly under skull--upright posture; rest of skeleton--pelvis, legs--shows bipedalism; skull sutures form after birth--immature birth; small birth canal,
 - head: smooth, round--more brain room, small jaw, directly under eyes; parabolic dental arcade, high, narrow molars, small canines
 - females sexually receptive throughout cycle
 - not: Pongidae: great apes, grasping feet--orangutans, gorillas, chimpanzees
 - Hylobatidae: lesser apes--siamang, gibbon
 - dryopiths, ramapiths, Gigantopithecus
 - split: Pliocene, 5 myr B.P.
- Genus: *Homo*
 - traits: larger brain; hunters; relatively smaller back teeth, relatively larger front teeth as grinding tools take the place of teeth, no estrus
 - not: *Australopithecus*
 - graciles 4 myr B.P.: sharp, large canines, large molars for grinding seeds and fibrous food, large cheekbones to hold chewing muscles, small brain case; sexual dimorphism; prognathism
 - robust 2.6 myr B.P.: bigger, larger skulls, bigger back teeth, thicker faces, sagittal crest
 - split: Pleistocene, 2 myr B.P.

Species: sapiens sapiens (100-200,000 B.P., Upper Paleolithic) (e.g. Cro-Magnon)
traits: blade tools, more standardized types of tools, slighter bodies as tools took over work, less sexual dimorphism, more cultural diversity,
not: habilis (2 myr B.P.) Olduvai industry--pebble tools,
erectus (1.5 myr B.P.) Lower Paleolithic, fire, Acheulian tool industry--worked stone core, cooperative hunters and gatherers, large brain; low, sloping forehead w/ brow ridge; language possible;
sapiens archaic (300,000 B.P.)
sapiens? neandertal; (130,000 B.P.) robust, adapted to cold weather, Middle Paleolithic, Mousterian tool industry--flaked stone, broad face, large front teeth, heavy brow ridge, low slanting forehead, sexual dimorphism

Made it! anthropocentrism!

Week 12 HUMAN EVOLUTION

Lumpers vs. splitters (vs. process)

Basic human traits, evolutionary trends

Australopithecus through Homo

large and reorganized brain

culture, manipulation of environment and each other

brain case enlarges as bone and teeth shrink

more digestible foods, tools, fire

seen in cranium

bipedalism: mobility, free hands,

seen in post-cranial skeleton: small and light to heavy to medium

dentition: use in eating, as a tool

seen in dental apparatus

manufacture and use of tools, increasing complexity

seen in tool remains

tool types come to be characteristics of evolution stage

all these are preserved in fossil record

but vocal apparatus is not; don't know when speech arose

non-stone tools are not

Basic process:

primates moved to ground from trees, became savanna foragers

large canines for defense and group control

molars enlarged to chew food and sand

bipedalism--mobility, work and carry with hands

increases immaturity at birth

increases need for group to protect and rear

increases sharing and cooperation

hunting requires sharing and cooperation

(visibility of hunting technology)

larger social group, also gender division of labor

w/ tools and weapons, canines shrink, face shrinks

leaves room for brain

w/ grinding tools, molars shrink

with less physical defense, more cultural defense

for culture, more language needed

w/ culture, longer infant dependency

enculturation

evidence: fossil and bone skeletal remains, tools, animal remains

HOMINIDS AND LITHICS

Genus species

Australopithecus—"southern ape"; bipedal

gracile—A. anamensis (4.2myBP), A. afarensis (4-3myBP),
A. africanus (3myBP)

robust—A. aethiopicus (2.7myBP), A. robustus (2.5myBP), A. boisei
(or Paranthropus boisei)

Homo

H. habilis (2.3myBP)

lithic tools: Oldowan—core and flakes – Miller p. 170
sharp edges, few blows; choppers

H. erectus (1.8myBP)

lithic tools: Acheulian—large, standardized tools – Miller p. 191
many flakes (Lower Paleolithic)

H. neandertal (200tyBP)

lithic tools: Mousterian/post Acheulian—more small flake tools, scrapers
retouched flakes, prepared cores (Middle Paleolithic)
Miller, pp. 186, 211, 197

H. sapiens Cro-Magnon (35tyBP)

H. sapiens sapiens

lithic tools: blades, microliths, (Upper Paleolithic)
(Neolithic – 10tyBP)

READINGS

Anthropology

Chapter 6, The earliest human ancestors, pp. 166-177
(Archaic hominins – end of chapter)

Chapter 7, Emergence and evolution of archaic Homo

Chapter 8, Modern human origins, migrations, and transitions, pp. 214-233
(Modern humans – end of chapter)

Applying anthropology

Carl Zimmer, Great mysteries of human evolution.

Robert Root-Bernstein and Donald L. McEachron, Teaching theories: the
evolution-creation controversy

Benjamin Z. Freed, Re-reading Root-Bernstein and McEachron in Cobb County,
Georgia: the controversies continue between anthropology and "intelligent
design"

Elizabeth D. Whitaker, Ancient bodies, modern customs, and our health

S. Boyd Eaton and Melvin Konner, Ancient genes and modern health

John Noble Wilford, The human family tree (Related)

QUESTION 12

Using the assigned readings (you can refer to the entirety of Chapters 6, 7 and 8 in Anthropology), describe and provide an example of at least ten types of evidence used by archeologists and paleoanthropologists to understand ancient hominins: physical traits, behavior, intellect, technology, migration, etc. Specify the source of your information using the APA format.

IN-CLASS ASSIGNMENT: SKULLS

Gorilla gorilla, Australopithecus africanus, Australopithecus boisei, Homo erectus, Homo neandertal, Homo sapiens sapiens

Describe in relative terms:

skull

- size, weight
- brow ridges
- sagittal crest
- forehead—sloped or vertical
- cranial capacity
- sutures

dentition

- jaw—prognathism
- chin—prominent or receding
- dental arcade—shape
- canines—prominence
- size of front vs. back teeth

posture—bipedalism

- location of foramen magnum

Use scientific terminology in naming species. You may use popular terms in addition, but not instead.

<http://www.archaeologychannel.org/>

http://ca.youtube.com/results?search_query=flint+knapping&search_type=&aq=0&oq=flintknapping

Subsistence system and material remains

Archaeologists, looters, collectors, museums and ethics
To whom does the past belong?

Archeological site is perceived location of human activity
artifacts, cultural objects made by people
ecofacts, not made by people: pollen grains, food, bones,
features: not movable from site
excavation = destruction
CONTEXT

Strategies of anthropology
ideational approach: how people understand the world,
structure it, think about it
adaptive approach: adaptation to social and economic environment
most arky here

Trends in scientific archeology
hobby of the rich to C20, search for treasures

Contemporary archaeology w/ 3 hierarchical goals
each includes previous and is ongoing
construct cultural chronologies
reconstruct past lifeways
understand cultural processes

Construct cultural chronologies
“classificatory period” to World War I
description, typologies, classifications, chronologies
stratification - law of superposition: older deposits under young
careful excavation by grids, by levels, visible or measured
quantification of types of artifacts found in each
proportions change through time: battleship curves
artifact type coincides w/ culture type
seriation: place stylistic periods in time
component: culturally homogeneous stratigraphic unit in a site
phase: similar components at several sites in a region
gives relative dating
computerization, statistics

- absolute dating ideal, not always possible
 - dendochronology, obsidian hydration,
 - amino-acid racemization on bones,
 - potassium-argon dating in rocks, radiocarbon dating
 - electron spin resonance, thermoluminescence

Reconstruct lifeways on basis of sequence of cultures, as seen in artifact types

- adaptation to social and natural environment
- horizontal perspective, region rather than site, ecofacts
- subsistence patterns: faunal remains, plant remains
 - much of this missed when artifacts were sole interest
 - lacked technology for analysis
- settlement patterns: one site not enough
 - seasonal variation, sites for different purposes
 - population density, distribution, specialization
- social organization: context of artifact essential, showing use and meaning
 - domestic group, economic specialization, social status,
- religious organization: symbols, important sites, ceremonial sites
- astroarchaeology

Cultural processes, e.g. emergence of agriculture, settlement, city

- rise and fall of states, migrations
- 1960s on, "revolution", new archaeology
 - search to make arky relevant
 - cultural evolution, human ecology, social organization
- new methods: aerial surveys, pixel archeology
- emphasis on cultural ecology
 - relationship to environment—effects of environment on people
 - e.g. earthquakes, climate change
 - relationship to environment—effects of people on environment
 - e.g. deforestation, desertification, soil depletion
- political relations
 - warfare, disease, social inequality, disease, tribute demands, trade

READINGS

Anthropology

Chapter 9, The neolithic and urban revolutions

Applying anthropology

Aaron Podolefsky and Peter Brown, Part II: Archaeology (Introduction)

Baird Straughan, The secrets of ancient Tiwanaku

Karen Wright. Uncovering America's pyramid builders.

Payson D. Sheets, Dawn of a new Stone Age in eye surgery

Robson Bonnichsen and Alan L. Schneider, Battle of the bones

QUESTION 13

In archeological research, what kinds of evidence can provide information about a people's

- a) adaptive strategy / subsistence system
- b) state of health
- c) trade patterns
- d) social hierarchies
- e) belief systems?

Answer this question using specific reference to course readings.

IN-CLASS ASSIGNMENT: ARCHEOLOGICAL MATERIALS

Comment on the contents of each set of archeological artifacts, considering materials, construction, decoration and use.

1. Blue box
2. Red bag (archeology students' lab)
3. Lithics with shells (Patagonia)
4. Materials from Carriacou (Caribbean)
5. Sarmaga collection (Bezanson)
6. Posters
7. Trudel cache (display case opposite J102)
8. Other