

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE
INTRODUCTORY ANTHROPOLOGY
ANTHROPOLOGY 1010

Instructor: Dr. Laurie Nock
Phone: 539-2830 (office), 539-7348 (home)
Office: C215
Office Hours: Mondays 10:00-11:00 and Tuesdays 10:00-11:00 or by
appointment. Drop-ins welcome.

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.

REQUIREMENTS AND EVALUATION

There will be two 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 five of each, at a rate of not more than one each Thursday. An extra one may be submitted one week after last class. Each will be marked out of 9 and will be worth 10% of the final course grade. If more than the required number of assignments is submitted, the lowest marks will be dropped from calculation of the course mark.

Assignments must be handed in to the instructor in class on the day they are due. Excessive grammatical or spelling errors may result in the loss of points.

REQUIRED TEXTS

Daniel R. Gross, DISCOVERING ANTHROPOLOGY, Mayfield Publishing Company, 1992.

Phillip Whitten and David E.K. Hunter, eds. ANTHROPOLOGY: CONTEMPORARY PERSPECTIVES, HarperCollins College Publishers, 1993.

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE
INTRODUCTORY ANTHROPOLOGY
ANTHROPOLOGY 1010
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. Reading Reflections should be approximately five pages (1250 words) in length.

Some pointers:

- 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". Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
- Citations do not only accompany verbatim quotes; also use them when summarizing the ideas or descriptions of others.
- 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 ensure ideas follow logically and that you do not have serious contradictions.
- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- It is quite permissible (even encouraged!) to use your own experience as evidence, and to use "I" and "my".
- Number your pages!

Above all, if in doubt, see me!

SUGGESTIONS FOR REFERENCES

It's not as difficult as it seems!

If you use a direct quote from an author, your source must be acknowledged. The quotation must be exact!

- Example: Gross (1992) states that "Dialects often mark social cleavages, such as ethnic group, region, class, and educational level." (105)
- Friendships among non-human primates appear to be common. "Virtually all baboons made friends. . ." (Smuts 1993:55).

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged.

- Example: Dialects often indicate social differences between people (Gross 1992:105).
- Most of these friendships appear to be among adults of the same gender (Smuts 1993:55).

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

- Example: Margaret Mead found that the gender roles assigned to men and women can vary a great deal (Mead as cited in Gross 1992:337).

REFERENCES

Gross, Daniel R.
1992 DISCOVERING ANTHROPOLOGY. Mountain View, California.

Smuts, Barbara
1993 What are friends for? In Phillip Whitten and David E.K. Hunter, Eds., ANTHROPOLOGY: CONTEMPORARY PERSPECTIVES. 54-58. New York: HarperCollins.

These go in alphabetical order according to the (first) author's surname. Anthology 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.

I hope this helps! Consult a formal style guide, if you have doubts.

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE
INTRODUCTORY ANTHROPOLOGY
ANTHROPOLOGY 1010

Instructor: Laurie Nock

APPROXIMATE SCHEDULE AND OUTLINES OF TOPICS AND READINGS

Readings are in Daniel R. Gross, DISCOVERING ANTHROPOLOGY (DA) or in
Phillip Whitten and David E.K. Hunter, eds., ANTHROPOLOGY: CONTEMPORARY
PERSPECTIVES (CP).

Tylor 1871 definition of culture

"it is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities acquired by man as a member of society" [Gross p.68, Box 3.1]

Human beings born into culture; can't survive without it

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

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

Cultures are programs for governing behavior
programs which are maintained and modified through practice through
experience and creativity
dynamic

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

READINGS

- DA 1. Studying people: the work of anthropology
- DA 3. Cultural meanings
- CP 1. Hunter and Whitten, Finding anthropology

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
- evolution: reconstructing ancient life forms and life ways
- primatology and ethology: similarities and differences
- with other animals

Genetics underlies all; evolution through inherited genes

- human cells w/ 46 chromosomes in 23 pairs,
- one of each pair from each parent
- chromosome pairs split up to form sex cells
- matter of chance which 23 from one parent will join
- with which 23 from the other
- chromosomes carry genes
- matter of chance which genes will be inherited
- from which parent
- genes inherited: genotype
- homozygous: identical genes governing a trait inherited
- from both parents
- heterozygous: different genes governing a trait inherited
- some genes appear dominant, some recessive
- e.g. Yellow/green, Round/wrinkled peas
- independent assortment, e.g. mother's nose and father's eyes
- polygenic: traits governed by more than one gene, e.g. height
- genotype interacts with environment to form phenotype
- appearance, physical characteristics

Biological evolution: takes place when frequency of genes in population is altered

- genetic drift: proportion of genes in each generation
- can differ by chance, e.g. small, isolated population;
- migration of small group
- gene flow: interbreeding among populations of a species
- e.g. Africans w/ Europeans w/ Native Americans
- mutation: variation in DNA code of genes, change in structure
- or number of chromosomes
- can be due to physical, chemical factors, radiation
- natural selection: most powerful
- Environment selects for variable fitness of genes and traits
- fitness: reproductive success, number of progeny

Populations with different gene frequencies

see prevalence of traits in different environments

e.g. sickle-cell anemia

homozygous: debilitating if not fatal

heterozygous: resistance to malaria

skin color: dark provides protection from sun

light skin allows in--Vitamin D synthesis

lactase insufficiency: uncommon where dairy products
significant to diet

body shape: large, massive--cold: thin, long--hot

Race: many don't fit stereotypes

populations more numerous than popular "races"

best to see trait distributions

READINGS

DA 5. Evolution and genetics

DA 8. Human variation

CP 13. Rensberger, Racial odyssey

CP 14. Jacquard, 'Race': myths under the microscope

Week 4

PRIMATOLOGY AND HUMAN NATURE

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

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

Sociobiology: search for biological bases of behavior

avoid determinism, comparing the incomparable
seek human universals (incest avoidance, facial expressions)
facilitate cross-cultural communication, empathy
without losing sight of diversity

READINGS

- DA 8. Primates and early hominids
- DA 9. The elements of social life
- CP 9. Smuts, What are friends for?
- CP 10. Rensterger, On becoming human
- CP 11. Mulder, Progress in human sociobiology
- CP 12. Lancaster and Whitten, Sharing in human evolution

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 1myr 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:	mammary glands, constant body 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:	Anthropoidea (monkeys, apes, man)
traits:	large, round skull: flat face; dry nose; mobile, dry, hairy upper lip
not:	Prosimii (lorises, lemurids) 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, man)
traits:	sharp-nosed, 2.1.2.3.
not:	Platyrrhini (New World monkeys) 2.1.3.3., all arboreal often prehensile tails, mobile spine

Superfamily: Hominoidea: man 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
 split: Oligocene, 30 myr B.P.
 Family: Hominidae
 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 with head centered
 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
 Hylobatidae: lesser apes
 dryopithec, ramapithec, 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
 not: Australopithecus
 afarensis 4-3 myr B.P.
 sharp, large canines, large molars for grinding seeds and fibrous food, large cheekbones to hold chewing muscles, small brain case; foramen magnum (hole for vertebral column) under skull--upright posture; rest of skeleton--pelvis, legs--shows bipedalism
 brain sutures close after birth--immature birth; small birth canal, pelvis flat and basin-like; sexual dimorphism:
 africanus (gracile) 3-2 myr B.P. large back teeth, smaller canines; scavengers;
 robustus, boisei: bigger, larger skulls, bigger back teeth, thicker faces, sagittal crest
 split: Pleistocene, 2 myr B.P.
 Species: sapiens sapiens (40,000 B.P., Upper Paleolithic)
 traits: blade tools, more standardized types of tools, slimmer bodies as tools took over work, 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 neanderthal: (200,000 B.P.) robust, adapted to cold weather, Middle Paleolithic, Mousterian tool industry--flaked stone, broad face, large front teeth, heavy brow ridges, low slanting forehead, sexual dimorphism

Basic human traits, evolutionary trends

- 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 characteristic 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
- 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

READINGS

- DA 7. The rise of the Genus Homo
- CP 4. Whitten and Nickels, Our forebears' forebears
- CP 5. Diamond, The great leap forward
- CP 7. Foley, The search for early man
- CP 8. Cronk, Designed for another time...

Archaeologists, antiquarians, looters

Trends in arky

- was hobby of the rich to C20;
 - then increasing specialization, professional training
- to 1840, speculative period--dig all over
- to 1914 classificatory period
 - description, typologies, classifications, chronologies
- to World War II reconstruction of social environments
- 1960s on, search to make arky relevant
 - cultural evolution, human ecology, social organization

Strategies of anthropology

- ideational approach: how people understand the world,
 - structure it, think about it
- adaptive approach: adaptation
 - to social and economic environment
- most archaeology here

Archaeological site: collection of artifacts (context vital)
cultural objects made by people
ecofacts, not made by man--plant and animal remains
excavation = destruction

Contemporary archaeology w/ 3 hierarchical goals

- construct cultural chronologies
- reconstruct past lifeways
- understand cultural processes

Construct cultural chronologies

- stratification law of superposition:
 - older deposits under young
 - careful excavation by grids and/or levels
 - quantification of types of artifacts found in each
 - assume artifact types coincide w/ culture type
 - proportions change through time--battleship curves
- 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
- absolute dating: dendrochronology, obsidian hydration
 - amino-acid racemization on bones
 - potassium-argon dating in rocks
 - radiocarbon dating
- vertical perspective, concentrate on sites, artifacts

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

adaptation to social and natural environment

horizontal perspective, region rather than site, ecofact's

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; sizes

population density, distribution, specialization

social organization;

context of artifacts essential, showing use and meaning

domestic group, economic specialization, social status religious

organization; symbols, ceremonial sites, astroarchaeology

Cultural processes: how and why change?

READINGS

CP 53. Huyghe, No bone unturned

CP 15. Renfrew, What's new in archaeology?

CP 16. Monastersky, Fingerprints in the sand

CP 17. Patrusky, The first Americans

CP 18. Heiser, The origin of agriculture

CP 19. Katz and Maytag, Brewing an ancient beer

CP 20. Pfeiffer, How were cities invented?

CP 21. Wright, Rise of civilizations

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

Characteristics of human language
 vocal-auditory channel
 heard
 fades
 arbitrary--why 'pink'?
 open system--innovations, combinations
 displacement
 traditional--taught and learned

Types of linguistic study
 descriptive--rules of sound, order, meaning
 transformational linguistics
 meaning--expression--understanding
 language and perception
 historical linguistics
 socio-linguistics
 paralinguistics
 ethno semantics

Language is political
 unites and separates
 facilitates and inhibits communication
 can mark conflict, dominant/subordinate

READINGS

- OA 4. Language
- CP 22. Cavalli-Sforza. Genes, peoples and languages
- CP 23. Rudolph. Women's talk
- CP 24. Thayer. Close encounters
- CP 25. Frisbie. Koko: 'Fine animal gorilla'

Typology of cultures, based on adaptive strategies:
foraging, horticulture, pastoralism, agriculture,
industrialism/world system

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

Means of production

What are the resources?

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?

What is the technology (tools and knowledge)?

Who has access to / control over it?

How is work allocated and organized?

Division of labor: age, sex, race, inheritance, by kin
specialization: part or full-time
Who organizes / has the right to demand or command labor?

What is produced, in what quantities? For what purpose?

subsistence, trade or tribute surplus
Who makes production decisions?

How are products distributed?

reciprocity: sharing, exchange between equals
generalized: don't await or count return;
balanced: await return, but not immediate
negative: must be immediate (trade)
redistribution: tribute goes up, redistributed down
market: profit, supply and demand
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

READINGS

- DA 10. The foraging life
- DA 11. Ecology and exchange
- DA 12. Intensification and technology
- CP 33. Hunter, Subsistence strategies and the organization of
social life
- CP 36. Johnson. In search of the affluent society

Weeks 11-12 POLITICAL SYSTEMS

Typology of cultures, based on political system: band, village/tribe, chiefdom, state, world system

SIGNIFICANT VARIABLES:

Subsistence system

Region occupied: area and homo/heterogeneity

Population of political unit

Control over

access to resources and technology,
production and distribution
trade, weapons

Concentration of power, stratification

Formality of leadership

Control over people - law

External relations

Reliance on kinship, age, sex/impersonal relations--nationality

Forms of ideological control

READINGS

- | | |
|--------|---|
| DA 15. | Following the leader |
| DA 16. | Warfare, violence, and law |
| DA 17. | The rise of the state |
| DA 18. | Social inequality |
| DA 19. | Development and underdevelopment |
| CP 35. | Harris, Life without chiefs |
| CP 46. | Howells, Requiem for a lost people |
| CP 47. | Maybury-Lewis, Societies on the brink |
| CP 48. | Cowley, The great disease migration |
| CP 50. | Chagnon, The beginning of Western acculturation |

Week 13-14 MARRIAGE, THE FAMILY AND GENDER

All societies have to solve certain problems, fulfill certain needs:
responsibility for children: supporting them, training them
economic cooperation: for support of individuals,
especially children; for continuity
control sexual relations
establish relationships with other social groups
establish property relations

These are often achieved through some form of marriage and family

Marriage creates relationships between groups

hence levirate, sororate

political alliance, social exchange--kinship

property relationships

bride price (wealth), progeny price, bride service

compensation for women's production and reproduction

dowry, when women considered a liability, not asset

polygyny often ideal: > 1 wife can do more work

prestige of man who "supports"; wealth

polyandry > 1 husband: avoid splitting property

son of one is son of all

monogamous family most common: more economical

Family: nuclear ideal of foragers and industry:

two parents and dependent children

impermanent by definition: belong to two in lifetime

for most societies, extended family

nuclear families, related by ties of blood, who live together

cooperating subsistence or economic unit

share work, resources, care of children

division of labor between men and women, old and young

old teach young, young will support old

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: men fight together, dominate war, trade, politics, cooperate.

Matrilocal, uxrilocal: definite territories:

more plentiful resources: men gone longer:

no raids because don't raid mothers and sisters

women cooperate

Avunculocal: live around MB:

said to help resolve male/female tension

transmit titles held by men of matrilineage

(Ambilocal: live around F2: theoretical)

Goes w/ bifurcate terminology, unilineal descent

Bilocal: Some time in each,

flexible territory or non-territorial, open group

Ambilocal: some people in each.

Neolocal: goes w/ lineal or generational kin terms, bilateral descent.

Term for separate residences?

DESCENT is the calculation of who is descended from whom,
may determine access to rank, property, and group membership
Bilateral: through both parents equally, including everyone
individual's relatives are kindred;
only siblings have same kindred

Unilineal:

Patrilineal, Matrilineal go w/ societies w/ lineages

Ambilineal: through either parent; zigzagging.

With unilineal descent, the descendants from one ancestor
can be a concrete, permanent group, often owning property;
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

reproduction gets in the way of production

conflict between career and family for men and women

Study of family essential to understanding gender relations

in foraging societies, status of women high

women associated spiritually with reproduction, life,
fertility

women lower where contributed little to subsistence

or more accurately, where contribution not recognized
in most foraging societies,

women contribute more food than men

children highly valued: fewer, more investment

horticultural societies

women subordinate with pressure on resources

raiding, male supremacy, female infanticide,

raid for women

many horticultural societies matrilineal, matrilocal

Iroquois: unity of women allowed men to trade

go to war

men of other lineages wouldn't raid for Si and Mo

in Africa, although patrilineal, women responsible for

local food production, local market, feeding children

men absent on trade, warfare, raise cattle

women with much mobility and economic autonomy

matrifocal pattern

antagonism between genders especially in Papua New Guinea

(raiding, for women)

antagonism useful to keep birthrates down

pastoral and agricultural societies
 strict inheritance rules of livestock and land
 men work on these; men inherit
 class differences; upper class women put off from production
 stay home, pampered, burden, showpiece for Hu
 reproductive freedom ends; genetic purity an issue
 women put off from public life
 when European expanded colonialism around world,
 took gender relations
 saw others as savage;
 if women worked, were drudges; men lazy / henpecked
 European upper class women at home
 if women worked, men could be taken off as labor
 land titles to men
 development projects did same for long
 development aid and training to men
 gender relations in our society
 men expected to be providers
 men with families expected to be better workers:
 more motivated, reliable, dedicated
 men get economic and hence political power
 women expected to care for family
 women with children expected to be worse workers
 less motivated, reliable, dedicated
 women w/ children out of economic and political power
 but men dehumanized: equated w/ earnings, possessions, jobs
 women retain intrinsic worth,
 independent of outside evaluation

READINGS

- DA 13. Sex, gender and sexuality
- DA 14. Marriage, family and kinship
- CP 30. McFee and Hunter, Marriage
- CP 31. Chagnon. Fission in an Amazonian tribe
- CP 32. Kendall. The marriage of Yongsu's mother
- CP 39. Friedl. Society and sex roles
- CP 40. Estioki-Griffin. Daughters of the forest
- CP 41. Lindholm and Lindholm, Life behind the veil