

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION  
INTRODUCTORY ANTHROPOLOGY  
ANTHROPOLOGY 1010 3(3-0-0), UT, WINTER 2007

Instructor: Dr. Laurie Nock

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Delivery method: lecture

Pre-requisites: None

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

REQUIRED TEXTS

Miller, Barbara D. and Wood, Bernard (2006). Anthropology. Toronto: Pearson Education.

Podolefsky, Aaron and Brown, Peter J., (Eds.) (2007). Applying anthropology: an introductory reader. Boston, Mass.: McGraw-Hill Higher Education. Eighth edition.

RECOMMENDED READING

ANTHROPOLOGY 1010 SCRAPBOOK—on reserve in the Library.

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 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 1 p.m. on Mondays. (Place these on my door, or take to the mailroom for privacy.) 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. One and only one late assignment may be handed in any Monday until Monday of Week 14. E-mailed assignments are not accepted.

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. As a bonus “in-class” assignment worth ten points, students may meet with me for an in-depth writing tutorial on one of their assignments (or to discuss any topic related to the course) at any point during the term before the last week of classes. For these 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.

<b>Alpha grade</b>	<b>4-point equivalent</b>	<b>Percentage</b>
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.

## 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.

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". 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.
- Do not use "you" unless giving advice or instructions, both of which are unlikely!
- 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".
- 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

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

In seventeenth-century Turkish cafes, coffee was accompanied by smoking tobacco from elaborate *narghile* (Gercek, 1986).

## REFERENCES

- 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.
- Ember, C.R., Ember, M. & Peregrine, P.N. (2005). *Anthropology*. Upper Saddle River, N.J.: Prentice Hall.
- Gerkec, G. (1986). Narghiles. *Antikas, the Turkish journal of collectable art*, 11. Retrieved December 22, 2002 from <http://hookahkings.com/articles/article4.htm>
- 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 D. and Wood, Bernard (2006). 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.
- 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://www.wooster.edu/psychology/apa-crib.html>

GRANDE PRAIRIE REGIONAL COLLEGE  
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ANTHROPOLOGY 1010: INTRODUCTORY ANTHROPOLOGY  
BRIEF LECTURE OUTLINES, READINGS AND WEEKLY QUESTIONS

Week 1 ends on the second Friday of the term; Week 14 ends on the Friday following 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 (each worth 12.5% of the final course mark) must be submitted by 1 p.m. Mondays, at a rate of only one per week. (E.g. Week 1 assignments must be submitted by 1 p.m. on Monday of Week 2.) At least three of each must be submitted in total. 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.) One and only one late assignment may be handed in any Monday until Week 14. E-mailed assignments are not accepted.

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

Readings are in

Miller, Barbara D. and Wood, Bernard (2006). Anthropology. Toronto: Pearson Education

and/or

Podolefsky, Aaron and Brown, Peter J., (Eds.) (2007). Applying anthropology: an introductory reader. Boston, Mass.: McGraw-Hill Higher Education. Eighth edition.

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. Also see the AN1010 SCRAPBOOK, on reserve in the Library.

## 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.

Kiate Hafner, Coming of age in Palo Alto.

#### **One (or both!) of the next two:**

Daniel Jordan Smith, Cell phones, sharing, and social status I 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 provide good examples of their subject matter. Also explain and provide an example of applied anthropology.



## 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  
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. 43-63)

### Applying anthropology

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

### Anthropology

Horace Miner, Body ritual among the Nacirema

Eugene Cooper, Chinese table manners

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, consider three to five rooms in your house.

- a) What is it named? (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

Vanuatu News Online

<http://www.news.vu/>

### 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

- structural or descriptive – rules of sound, order, meaning
- 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
- 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...

### QUESTION 3

Describe the following fields of study. Provide an 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:  
foraging, horticulture, pastoralism, intensive 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  
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

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

Lee Cronk, Strings attached

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 assigned readings when answering this question.

## Week 5-6    POLITICAL STRUCTURE

Typology of cultures, based on political system: band, village/tribal, 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 (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

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

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 5

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

- control over resources, especially land
- control over products and their distribution
- concentration of wealth and power (i.e. control over people).

## QUESTION 6

Until fairly recently, most fighting (banditry, feuding, raids etc.) took place on home ground. Increasingly, modern warfare is fought “over there”. What are some of the

causes and consequences of this change? What lessons might be learned from the Kpelle moot?

[SEE WEEK 8]

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

### 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 form of marriage, post-marital residence and family ("ideal culture"), and
- b) actual practices ("real culture").
- c) Explain how ideal and actual forms reflect our socio-economic system.

## QUESTION OR READING REFLECTION 8 INTERVIEW WITH ENGLISH LANGUAGE STUDENT

Your task this week is to interview an English Language student on any anthropological topic you like. (The instructor will arrange interviews.) 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 society and your own. You may choose to deal with more than one topic. The topics you wish to discuss must be submitted in Week 6.

Your write-up of this interview should make clear that you are dealing with topics of interest to anthropology, make social and cultural comparisons, and include a description of the interview process. Use anthropological terminology where appropriate.

This will also be graded as an in-class assignment worth 10 points. 5 will be awarded for submitting interview topics in Week 6, and 5 for attending class punctually on the day interviews take place.

## 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?

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

Jacqueline Urla and Alan C. Swedlund, Measuring up to Barbie: ideals of the  
femine body in popular culture

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

## 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

Genetics underlies all; evolution through inherited genes

- human cells w/ 46 chromosomes in 23 pairs; variability
    - one of each pair from each parent
    - chromosome pairs split up to form sex cells (sperm and ova)
      - matter of chance which 23 from one parent will join
      - with which 23 from the other
    - chromosomes carry genes (pair is allele)
      - 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
    - recessive not lost
  - independent assortment, e.g. mother's nose and father's eyes
  - recombination: short pieces of chromosomes exchanged
  - polygenic: traits governed by more than one gene, e.g. height
  - particulate inheritance (not blending)
  - genotype interacts with environment to form phenotype
    - appearance, physical characteristics; adaptation and adjustments
- Biological evolution: takes place when population gene frequency is altered
- mutation: variation in DNA code of genes, change in structure or number of chromosomes; source of variation
    - can be due to physical, chemical factors, radiation
  - 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; miscegenation
    - e.g. Africans w/ Europeans w/ Native Americans



natural selection: most powerful.  
environment selects for variable fitness of genes and traits  
fitness: reproductive success, number of progeny—humans?  
caution in application to short-term human behavior  
human cultural and social adaptation

Populations with different gene frequencies  
due to reproductive isolation and natural selection  
shows history of and relationships between populations  
see adaptation to different environments over long period  
study of human variation and ethnocentrism  
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: absent where dairy products significant  
body shape: large, massive--cold; thin, long--hot  
diabetes, Tay Sachs

“Race”: group w/ members socially defined as sharing physical characteristics  
socially and culturally selected traits  
to explain social and cultural phenomena  
not biological

## READINGS

### Anthropology

Chapter 3, Science, biology, and evolution  
Chapter 10, Contemporary human biological diversity  
Chapter 15, Social groups and social stratification.  
Social stratification, pp. 450-460

### 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  
Peggy McIntosh, White privilege  
American Anthropological Association, Draft official statement of “race”  
(Related)

## QUESTION 10

Humans cannot be sorted into biological races. We do, however, sort ourselves into

social races. Explain and provide evidence 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?

## 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 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: Anthrozoidea (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  
sharp edges, few blows; choppers

H. erectus (1.8myBP)

lithic tools: Acheulian—large, standardized tools  
many flakes (Lower Paleolithic)

H. neandertal (200tyBP)

lithic tools: Mousterian/post Acheulian—more small flake tools, scrapers  
retouched flakes, prepared cores (Middle Paleolithic)

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. 178-193

Chapter 7, Emergence and evolution of archaic Homo, pp. 212-221

Chapter 8, Modern human origins, migrations, and transitions, pp. 233-253

### Applying anthropology

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

## 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.

### 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/>

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

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

adaptive strategy / subsistence system

state of health

trade patterns

social hierarchies

belief systems?

Answer this question using specific reference to assigned 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