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| Fall 2000 | Office Hours: MWF 11-12; Tues 2-3 |

Introduction to Anthropology

Anthro 101

AIMS OF COURSE: This writing-intensive course introduces students to the methods and interpretive frameworks of Anthropology, the comparative study of humankind in all its extraordinary biological and cultural diversity. We examine the discipline's subfields -- biological anthropology, archaeology, linguistic anthropology and sociocultural anthropology. More broadly, we consider different approaches to what it means to be human, as well as the goals and responsibilities of the human sciences.

COURSE REQUIREMENTS AND GRADING: This is a demanding course. Students are expected to keep up with the readings, participate fully in class discussion and LearnLink exchanges, develop original web projects, and undertake observation exercises. You should read critically. Feel free to challenge assertions or interpretations made in the readings, by the instructor, and by fellow students, provided your critiques are well-reasoned and constructively framed.

Grading is based on a scale of 400 points for the entire course, with the following letter-grade cut-offs:

| | | | |
|--------|--------|--------|-------------|
| A=376 | B+=348 | C+=306 | D=266 |
| A-=362 | B=334 | C=294 | F=below 266 |
| | B-=320 | C-=280 | |

NOTE: Plus/minus grading is used in this course, and the Honor Code is always in force. Grading may be based on a curve. The following work is required:

- Four short (5 pp.) papers (50 points each)
- One take home examination. (50 points)
- Web Project (50 points)
- Class Participation and Learnlink (50 points)
- Quizzes/Web Reviews (50 points)

Some revision of papers will be allowed (and encouraged.) Please discuss this with the instructor first.

Attendance and Lateness Policy: Students are required to attend each class, on time. Some quizzes will be given on-line, but missed in-class quizzes will not be re-administered, regardless of circumstances (including illness or family emergencies). Students will not be directly penalized for the first three classes that they miss (although they will miss the chance to take a quiz that day, if one is administered). For each subsequent class missed (regardless of cause) 10 points will be deducted from the student's course total. Eight absences will be regarded as grounds for failing the course. One or more points will be deducted for each lateness or for leaving class prematurely.

Courses updates and revisions to the syllabus will be posted in the class LearnLink conference and at the class website at <http://blackboard.wcu.emory.edu/courses/ANTHRO101/>

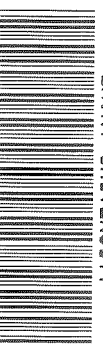
Some materials are on electronic reserve. The following books are available at the College bookstore:

- **Human Evolution and Prehistory** by William A. Haviland, Paperback 5th edition (July 1999)
- **Brown and Podolefsky. Applying Anthropology**

Thu, Sep 21, 2000

EMORY UNIVERSITY

9:03 AM



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- E.E. Evans-Pritchard. *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People.*
- Annette Weiner. *The Trobrianders of Papua New Guinea.*

Web Project: Using Anthropology to Understand Oxford

Each week, two students will develop a web page or pages related to the readings for that week. A total of ten student groups will report their findings over the course of the semester. Whenever possible, please use your web project to propose original interpretations of some aspect of human behavior on the Oxford campus and its environs. For example, the group working during the week we study the consequences of the Neolithic/Agricultural Revolution might try to relate current Oxford student eating patterns to the Neolithic transition, in contrast to our much longer heritage as Hunter-Gatherers.

When possible, also try to develop annotated links to external websites. **You are expected to consult with the college librarians in finding appropriate external websites.**

Students may collaborate or work individually; if you do collaborate, each student should send me a LearnLink message (cc'd to the other students in the group) explaining what work each student did.

Students will sign up for a specific project week during the second week of the semester. Each week a given group will be assigned responsibility to give feedback to the presenting group on their web project, on LearnLink.

Please send me your completed html files in compressed (zipped) form. Each student must submit a written, signed statement indicating precisely what work he or she did on the group web project. You may wish to look at previous student web projects in anthropology, at:

- <http://www.emory.edu/OXFORD/ant101/index.htm>

Web projects will be uploaded to the Blackboard website, and placed in the Course Documents' "Student Projects" directory.

Our course web T.A., Karla I. Caraballo, is available to provide help in any web project. Please LearnLink her to set up an appointment.

COURSE OUTLINE

Thursday, August 31. **Introduction (Click to see PowerPoint presentation on line)**

First Observation Project: Human Greeting Behavior

I ask you to begin this class working as a "Martian anthropologist," studying how human beings enter into, and depart from, social interactions. After the first class, select a frequently-traversed location on campus (such as the center quadrangle, the dining hall, a dorm lounge, or the front of Seney Hall) and carefully observe every single act of greeting and leavetaking that takes place for at least 30 minutes. Take careful written notes on each interaction that occurs: how do the participants acknowledge one another's presence, how do they enter into (or avoid) conversation, how do they disengage from interaction? You should give a detailed account of physical posture and locomotion, gesture, and facial expression as well as the words spoken and other vocalized sounds. Post a detailed account (1-2 pages) of your observations in class LearnLink conference by Sunday evening, September 28. (Please post earlier, if possible.) Monday afternoon or evening, please read through all your fellow students' postings. Print out the three most interesting postings and bring these hard copies to class on Tuesday, Sept 5. Please be prepared to discuss (in oral and written form) these postings. These observations may serve as the empirical basis of your first paper.

Subsequent LearnLink postings are due Friday at 4:00 p.m. most weeks.

Tuesday, September 5. The Anthropological Project

- Haviland. Chapter 1.
- Discuss student learnlink postings on greeting/leavetaking behavior.

NOTE: Normally, see the class website or Learnlink conference for reading questions.

As you read the first chapter of Haviland, here are some questions to think about. You may wish to post your thoughts on one or more of these questions on LearnLink:

- What is "culture"?
- In what respects is Anthropology a "science"? In what ways does Anthropology differ from natural sciences such as biology or chemistry?
- In what ways do "physical anthropology" and "cultural anthropology" appear to be related? In what ways might they be distinct from one another?
- Can you think of a topic or phenomenon that physical anthropologists and cultural anthropologists might approach differently? How might there approaches complement one another?
- Can you think of a phenomenon that archaeologists and ethnologists might approach differently?
- What did Marshall learn on *Truk* (pp.15-19) and how did he learn it?
- Consider the *Nez Pierce creation* myth on p. 6. How is it like, and unlike, other creation narratives you are familiar with, such as the Book of Genesis?
- Think of a contemporary **challenge or crisis** in our society (not one discussed in the text). What contributions might anthropology make to more intelligent thought and action on this problem?

You should be familiar with the following terms used in Chapter One: anthropology, physical anthropology, cultural anthropology, forensic anthropology, archaeology, linguistic anthropology, ethnology, ethnography, participant-observation, holism, hypothesis, theory, ethnohistory, culture

I. The Origins of Humanity

Thursday, September 7. Time-spans: **Paleo-Anthropology, Archaeology, and Historical Anthropology**

● Haviland Chapter 2

Questions for the second chapter of Haviland:

- What is the difference between an **artifact** and a **fossil**?
- What do anthropologists mean by the distinction between "**sites**" and a "**localities**"?
- How do archaeologists record data from an **excavation**?
- What is the difference between "**relative**" and "**absolute**" (or chronometric) dating?
- What are strengths and weakness of the various **dating methods** used by archaeologists and paleoanthropologists?
- What might archaeologists excavating **Oxford College** 1,000 years in the future find? Based on their findings, what might they be likely to conclude about Oxford?

Please be familiar with the following terms used in Chapter Two:

paleoanthropologist, artifact, fossil, unaltered fossil, site, fossil locality, soil marks, grid system, datum point, flotation, stratigraphy, matrix, assemblage, technology, relative dating, absolute (chronometric) dating, flourine test, palynology, potassium-argon analysis, dendrochronology, amino acid racemization dating, radiocarbon analysis, electron spin resonance

Friday, Sept. 8 at 4:00 p.m:

- **First student web research group.** Web pages due. I suggest you incorporate data gathered by your fellow students on greeting and leavetaking behavior on campus. How would different kinds of

Thu, Sep 21, 2000

9:03 AM

anthropologists interpret this data?

- **LearnLink postings due.** Read through your fellow students' observations about greeting and leavetaking Oxford and pose some follow-up questions about the observation you find the most interesting. If a comment is posted about your observation, please post a LearnLink response over the weekend.

Note: Monday, Sept. 11 by 4:00 p.m. Group 2 should submit on line reviews, on Learnlink of Group 1's web project.

Tuesday, September 12 **Evolutionary Models.**

- Haviland Chapter 3
- Barbara Sinus. "What are Friends For?" AA 2:15-21

Thursday, September 14. **Evolutionary Debates**

- Haviland Chapter 4
- Root-Bernstein & McEachron. "Teaching Theories: The Evolution-Creation Controversy." AA 1:6-14.

Week 2 PowerPoint Presentations:

- What Makes us Human
- Dating the Past
- Introduction to Modern Primates
- Introduction to Human Evolution
- Case Study: Sickle Cell Anemia

Friday, Sept. 15 at 4:00 p.m. *Group 2 web project due. (Suggested topic: The Creation-Evolution Debate on campus)*

Monday, Sept. 18 at 4:00 p.m. *Group 3 reviews Group 2's website.*

Tuesday, September 19. **Fossil Primates**

- Haviland Chapter 5
- Meredith Small. "What's Love Got to Do with It?" AA 3:22-25.

Group 2 posts LearnLink evaluation of Group 1's web project.

Thursday, September 21. **Early Hominid Evolution.**

- Haviland Chapter 6
- Tanner and Zihlman. Women in Evolution: Innovation and Selection in Human Origins. AA 5:39-48

Friday, Sept. 22 at 4:00 p.m. *Group 3 web project due. (Suggested Topic: Does our knowledge of primate and early hominid sexuality cast any light on courting and gender-related behavior on the Oxford campus?)*

Monday, Sept. 25 at 4:00 p.m. *Group 4 reviews Group 3's website.*

Tuesday, September 26 **Homo Habilis**

- Haviland Chapter 7

Powerpoint Presentations:

Thu, Sep 21, 2000

9:03 AM

- Early Hominids (Australopithecines)
- Emergence of Genus Homo

DUE: Thursday, September 28 at start of class:

Paper 1.

Write a five page essay (typed, 10 or 12 point, double spaced) on one of the following questions:

1. To what extent can one account for the observation data about human greeting and leavetaking--gathered by students in this course -- in light of primate and early hominid evolutionary processes? Your response should take into account at least three learnlink postings (one of these may be your own) and may be supplemented by further observations. (Please submit as an appendix the observation material that you have drawn on.)
2. How important does sexual dimorphism appear to have been in the hominid evolutionary processes we have studied thus far?

II. Homo Sapiens and Prehistory

Thursday, September 28

- Haviland. Chapter 8
- Feder. "Dawson's Dawn Man: The Hoax at Piltdown" AA 4:26-38.

Group 3 posts LearnLink evaluation of Group 2 web project.

Group 4 posts LearnLink evaluation of Group 3 web project.

Tuesday, October 3. **Towards Modern Humans**

- Haviland. Chapter 9

Powerpoint Presentation: Early Modern Human Origins

Thursday, October 5, **The Emergence of Modern Humans**

- Haviland. Chapter 10

PowerPoint presentation: Upper Paleolithic

Friday, October 6 at 4:00 p.m. Group 4 web project due. (Suggested topics: Are there any traces of Paleolithic aesthetics in modern art forms visible on the Oxford Campus? How does members of the Oxford community respond to the "Out of Africa" vs "Multi-Regional Origin" debate?)

Monday, October 9 at 4:00 p.m. Group 5 reviews Group 4's website.

Tuesday, October 10. **Evolution and Genetic Heritage**

- Whitaker. "Ancient Bodies, Modern Customs and Our Health: AA 6:49-58
- Eayton and Konner. "Ancient Genes and Modern Health." AA 7:59-62.

Thu, Sep 21, 2000

9:03 AM

Thursday, October 12 Domestication and Cultural Evolution

- Haviland Chapter 11
- Diamond, "The Worst Mistake in the History of the Human Race." AA 11:80-84

Powerpoint presentation: Neolithic Revolution

Friday, October 13 at 4:00 p.m. Group 5 web project due. (Suggested topics: How do student eating patterns in the college cafeteria exemplify the long-term consequences of the Neolithic Revolution)

Wednesday, October 18 at 4:00 p.m. Group 6 reviews Group 5's website.

Tuesday, October 17. NO CLASS: MIDSEMESTER BREAK.

Thursday, October 19. **Civilization and its Discontents**

- Haviland. Chapter 12.
- Goodman and Arensburg. "Disease and Death at Dr. Dickson's Mounds." AA 12:85-89.
- Baird Straughan "The Secrets of Ancient Tiwanaku Are Benefiting Today's Bolivia." AA 14:94-99.

Friday, October 20 at 4:00 p.m. Group 6 web project due.

Tuesday, October 24 at 4:00 p.m. Group 7 reviews Group 6's website.

Monday, October 23.

Paper 2 due at 10 a.m. in Dr. Auslander's office. Write a 5 page essay on one of the following questions:

1. How, when and why did anatomically modern humans (*homo sapiens sapiens*) emerge? Write a clear and vigorous defense of either: (A) The "Out of Africa" hypothesis, or (B) The "Multi-regional Origin Hypothesis"
2. Defend or critique the following proposition: "the Neolithic Revolution was the greatest mistake ever made by the human race."
3. Propose an explanation of the significance and purpose of Upper Paleolithic art. Your response should discuss "Venus figurines" and cave-wall paintings.

III. British Social Anthropology: From Ecology to Social Structure

Tuesday, October 24. E.E. Evans-Pritchard. The Nuer. pp.1-50

Thursday, October 26. The Nuer. pp. 51-138

Friday, October 27 at 4:00 p.m. Group 7 web project due. (Suggested topic: In what respects are the principles of Nuer conflict resolution reminiscent or different from those in a complex industrial society?)

Monday, October 31 at 4:00 p.m. Group 8 reviews Group 7's website.

Tuesday, October 31. The Nuer. pp.139-248

Thu, Sep 21, 2000

9:03 AM

Thursday, November 2. The Nuer.pp.249-266

Friday, November 3 at 4:00 p.m. Group 8 web project due. (Suggested topic: Nuerland today)

Tuesday, November 7 at 4:00 p.m. Group 9 reviews Group 8's website.

Due Monday, November 6 at 10:00 am in Dr. Auslander's office:

Paper 3.

Write a 5 page essay on one of the following questions:

1. To what extent does Evans-Pritchard account for Nuer social institutions through the ecological constraints of the upper Nilotic environment? To what extent does he argue that non-ecological factors help organize Nuer social life? How satisfactory do you find his treatment of these problems?
 2. Some anthropologists, writing on violence and conflict among the Nuer and similar people, have referred to the "peace in the feud." Explain this concept. Do you find it useful?
 3. Propose an interpretation of the Myth of Kir. What light does this myth shed on Nuer social dynamics?
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IV. The Problem of Exchange: Gifting and Kinship

Monday, November 7. What is a Gift?

- Lee. "Eating Christmas in the Kalahari." AA 33:221-225
 - Cronk. "Strings Attached." AA 35:235-239
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Thursday, November 9. Kinship and the Family

- Levi-Strauss. The Family. (on reserve)
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Friday, November 10 at 4:00 p.m. Group 9 web project due. (Suggested Topic: The Gift in American Culture, especially Oxford College)

Monday, November 13 at 4:00 p.m. Group 10 reviews Group 9's website.

Tuesday, November 14. Case Study: The Trobrianders

- Annette Weiner. The Trobrianders of Papua New Guinea.pp.1-80
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Thursday, November 16

- Annette Weiner. The Trobrianders of Papua New Guinea.. pp. 81-124

video: The Trobrianders.

Thu, Sep 21, 2000

9:03 AM

Friday, November 17 at 4:00 p.m. Group 10 web project due. (Suggested Topic: The Kula)

Monday, November 20 at 4:00 p.m. Group 1 reviews Group 10's website.

Tuesday, November 21, **The Kula**

Annette Weiner. The Trobrianders of Papua New Guinea. pp. 125-168

Thursday, November 23. No Class: Thanksgiving

Monday, November 27, due at 10:00 a.m in Dr. Auslander's office. Paper 4. **Exchange and Gifting.**

Please write a short essay (typed, double spaced, 10 or 12 point type) about five pages long, on one of the following questions. Your principal source should be Annette Weiner's book, "The Trobrianders of Papua New Guinea" (supplemented by the film of the same name). Your essay should demonstrate familiarity with, and thoughtful reflection upon, the entirety of Weiner's book.

Please make specific references, as appropriate, with internal citations: for example, "A death may subvert a chief's plans to extend his fame through yam distribution (116)." Avoid direct quotations from the text whenever possible; I am much more interested in your paraphrasing of, and commentary upon, Weiner's arguments than in your ability to quote directly.

1. Defend or critique the following proposition: "The principal function of exchange is to create, reinforce or extend interconnections between similar and dissimilar social units." Discuss in reference to at least two major Trobriand institutions, such as marriage, the harvest festival, the funerary process, or the kula.

2. What is the relationship between "women's wealth" and "men's wealth" in the Trobriands?

3. Explain the Trobriand proverb, "When you give too much, people worry" (Weiner: 115) with reference to at least two Trobriand institutions. Does this proverb apply to the modern United States as well as to the Trobriands?

4. Why do men engage in kula?

V. Ritual, Communication and Symbolic Process

Tuesday, November 28. **Language and Thought**

● Whorf, Benjamin Lee. "The Relation of Habitual Language and Thought to Behavior" (on reserve)

Thursday, November 30. **Language and Social Context.**

● Keith Basso. "To Give up on Words": Silence in Western Apache Culture AA 24:154-163.

Group 10 posts evaluation of Group 1's web project.

Tuesday, December 5.

● Terrence Turner. "The Social Skin." from Not Work Alone (on reserve)

Thursday, December 7.

Thu, Sep 21, 2000

- Jannice Boddy. "Womb as Oasis." (on reserve)

Monday, December 12. Final Class: Gender Symbolism and The "Universality" Question.

- Sherry Ortner. Is female to male as nature is to culture? (on electronic reserve)

Take home examination (8 pages) distributed in class.

***Final Take Home Examination Due: Friday, December 15 at 4:00 p.m. in Dr. Auslander's office.**