

## **Issues in Anthropology**

### Anth 390, Fall 2010

**Instructor:** Dr. Tracy Betsinger  
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Office Hours: Monday - Thursday 12:00-1:00pm and by appointment

**Class Time and Location:** Monday, Wednesday 3:00 – 4:15, Fitzelle 318

#### **Required Text:**

- Selected articles available on Angel

**Course Catalog Listing:** What does it mean to be human? Are there human universals? How is behavior fashioned by nature and nurture? Is a unified discipline of anthropology possible? This seminar will assist students in answering basic questions about the nature of the human experience by considering practical and theoretical issues of interest to anthropologists and others. Students will discuss general questions in cultural anthropology, archaeology, and biological anthropology, as well as examine anthropological perspectives on current events. Guest lectures, film, readings, and discussion will form the basis of the seminar. Significant writing assignments are required. Prerequisite: Junior or Senior standing *and* two of ANTH 100, ANTH 130, ANTH 140. General Education Attribute: WS2.

**Course Overview:** This is a seminar course designed for juniors and seniors, which meets the capstone requirement for the anthropology major. The course focuses on discussion of various issues and debates in and between the subfields of anthropology. Classes consist entirely of presentations and discussions. Other departmental faculty will be frequent guests to the course, bringing in their own insights and information on various topics.

#### **Course Requirements:**

1. **Class presentations** – Each student is required to give class presentations for three of the assigned readings. (A sign-up sheet will be circulated early in the semester). There may be more than one person presenting on any given day. Your presentation will last approximately 5-10 minutes and will include: 1) a brief summary of the article(s), including their main points, history, etc., 2) your reaction and conclusions regarding the topic, and 3) discussion questions (note: these are not yes/no questions – they should be thought-provoking and should stimulate discussion.) Presenters are responsible for leading class discussion.

You will be graded based on the quality and accuracy of your presentation, your comprehension of the articles, and the quality of your discussion questions. Each presentation is worth 30 points and graded as follows: excellent – 30 points, very good – 25 points, good – 20 points, fair – 15 points, poor – 10 points or less.

2. **Reaction papers** – Each student is required to submit four reaction papers over the course of the semester. These papers will be used to assess the student's grasp of the material. For each paper, you will respond to one reading of your choice (see the course outline for the eligible readings for each paper). *You CANNOT write a paper on the same topic for which you gave an oral presentation.*

Each paper should be 4-5 pages, double-spaced, 12-point font, 1-inch margins. The paper should include: 1) a short summary (a discussion of the issue, its background, and the author's conclusions) and 2) your thoughts, analysis, opinion, and conclusions. Due dates for the papers are listed in the course outline.

The papers should also be considered “cumulative” in nature, as each paper will build upon the previous ones. You should incorporate material from the readings, class discussion, and additional readings that you have found on your own (include a bibliography in your paper).

Papers will be graded based on comprehension of material, clarity, originality, and writing quality (including spelling and grammar). Late papers will be reduced 10% for each day it is late. *You may rewrite one of the first three papers for possible full credit* (excluding any points lost for late submission). Each paper is worth 30 points.

- 3. Participation** – This course is based on class discussion, so participation is *required*. You are expected to have completed the reading assignments before the class for which they are assigned. You will also need to volunteer your thoughts, comments, and questions during the class period. Those who do not volunteer will be called on. For each class, you will be assigned a “+” or “-“ for your performance during class discussion.

Additionally, you are required to submit two discussion questions (typed or hand-written) at the beginning of each class period. Discussion questions should be thought-provoking, not yes/no types of questions. Twenty of the twenty-seven question sets will count towards your grade (in other words, I will only count your top 20 scores for this portion). Each set of discussion questions is worth 2 points (0 = no submission, 1 = 1 quality question, 2 = 2 quality questions).

- 4. Final Paper on Holism in Anthropology** – You must submit a written response to the following questions:

What has the word holism meant in anthropology, and has it been a useful concept? Consider different versions of and applications of holism, whether they have been equally successful, and evaluate whether anthropologists succeed in being holistic (and in what sense). Give specific examples using information from this course, other courses, and/or your own readings (giving appropriate citations).

The paper should be 5-7 pages in length, double-spaced, 12-point font, 1-inch margins. You may submit a draft of the paper on or before November 30 in order to have a chance to submit a revised version by the deadline. This paper is worth 30 points.

### Grading:

Oral presentations – 3 @ 30 points each	90
Reaction papers – 4 @ 30 points each	120
Participation	100
Final Holism Paper	30
<b>TOTAL POINTS</b>	<b>340</b>

### Course Guidelines:

#### *Grading:*

Final grades are based on a standardized scale using the total number of points available for the course: (A: 312-340, A-: 305-311, B+: 298-304, B: 278-297, B-: 271-277, C+: 264-270, C: 244-270, C-: 237-243, D+: 230-236, D: 210-229, D-: 203-209, E: 0-202).

#### *Attendance:*

Attendance is necessary to achieve a good grade. Your attendance is expected at each class period and will be recorded each class day. Absences due to illness, funeral, or other appropriate

circumstances will be excused *with appropriate documentation*. You are responsible for all material missed due to your absence. Remember that the course outline is only a guideline and is subject to change at the instructor's discretion.

#### *Participation:*

In this class, it is essential that you not only attend class, but that you participate as well. Participation includes active listening, preparation for class by reading materials, developing discussion questions, etc., and contributing to class discussion. Please note that you should complete assigned readings by the day indicated on the course outline. I expect you to respect others' opinions, so that everyone may feel comfortable participating in class. It is likely that you and your classmates may disagree on various topics. Please remain civil and open-minded.

#### *Office Hours:*

My office hours are a minimum; please feel free to stop by my office, email me, or call my office number if you have questions outside of class time. I am here to assist you; please make use of me! These hours are set aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. I strongly urge you to make use of this time. If you cannot come during these hours, I will be happy to make an appointment convenient to both of us. Alternate office hours will be announced in class, posted on my office door, and/or emailed on Angel should I have to miss my scheduled hours.

#### *Academic Honesty*

Plagiarism and cheating WILL NOT BE TOLERATED IN ANY FORMAT. The work you do in this course should be your own. Please see the university's Code of Student Conduct (<http://www.oneonta.edu/development/judicial/code.asp#conduct>) to familiarize yourself with the university's rules and policies. Ignorance of the rules will NOT be accepted as an excuse.

#### *Cell Phones:*

Out of courtesy to the instructor and your fellow students, *please turn off your cell phones, iPods, pagers, and the like prior to coming to class.*

#### *Emergency Evacuation/Shelter-in-Place Procedures*

In the event of an emergency evacuation (i.e., fire or other emergency), classes meeting in this building are directed to reassemble at **IRC lobby** so that all persons can be accounted for. Complete details of the College's emergency evacuation, shelter-in-place and other emergency procedures can be found at <http://www.oneonta.edu/security/>.

\*\*Please note that all aspects of this syllabus are subject to change at the instructor's discretion.

## **Course Outline:**

### **WEEK 1**

August 25 (W) Introduction

### **WEEK 2**

30 (M) Holism

1. White, Leslie A. 1959. The concept of culture. *American Anthropologist* 61:227-251.
2. Harris, Marvin. 1966. The cultural ecology of India's sacred cattle. *Current Anthropology* 7:51-66.

Sept. 1 (W) Four-field anthropology?

1. Cartmill, Matt. 1994. Reinventing anthropology. American Association of Physical Anthropologists Annual Luncheon Address, April 1, 1994. *Yearbook of Physical Anthropology* 37:1-9.

2. Mascia-Lees, Fran. 2006. Can biological and cultural anthropology coexist? *Anthropology News* 47:9-13.
3. Morrel, Virginia. 1993. Anthropology: Nature-culture battleground. *Science* 261:1798, 1801-1802.

### **WEEK 3**

- 6 (M) Origins of modern humans
1. Relethford, John. 2008. Genetic evidence and the modern human origins debate. *Heredity* 100:555-563.
  2. Smith, FH, I Jankokovic, and I Karavanic. 2005. The assimilation model, modern human origins in Europe, and the extinction of Neandertals. *Quaternary International* 137:7-19.
- 8 (W) Neandertal extinction
1. Gilligan, Ian. 2007. Neanderthal extinction and modern human behaviour: the role of climate change and clothing. *World Archaeology* 39:499-514.
  2. Wong, Kate. 2009. Twilight of the Neandertals. *Scientific American* 301: 32-37.

### **WEEK 4**

- 13 (M) Origins of bipedalism
1. Thorpe, SKS, RL Holder, RH Crompton. 2007. Origin of human bipedalism as an adaptation for locomotion on flexible branches. *Science* 316:1328-1331.
  2. Foley, Robert A., Sarah Elton. 1998. Time and energy: the ecological context for the evolution of bipedalism. In: Strasser, Elizabeth, John Fleagle, Alfred L Rosenberger, Henry McHenry, editors. *Primate Locomotion: Recent Advances*. New York: Plenum Press. p 419-433.
- 15 (W) Race
1. Caspari, Rachel. 2010. Deconstructing race: racial thinking, geographic variation, and implications for biological anthropology. In: *A Companion to Biological Anthropology*. Chichester, UK: Wiley-Blackwell. P 104-123.
  2. Relethford, John. 2009. Race and global patterns of phenotypic variation. *American Journal of Physical Anthropology* 139:16-22.
  3. Smedley, Audrey. 2007. The history of the idea of race...and why it matters. Paper presented at the conference "Race, Human Variation and Disease: Consensus and Frontiers," March 14-17, 2007 Warrenton, Virginia.

### **WEEK 5**

- 20 (M) Race and forensic anthropology
1. Ousley, Stephen, Richard Jantz, Donna Freid. 2009. Understanding race and human variation. Why forensic anthropologists are good at identifying race. *American Journal of Physical Anthropology* 139:68-76.
  2. Konigsberg, Lyle W., Bridget FB Algee-Hewitt, Dawnie Wolfe Steadman. 2009. Estimation and evidence in forensic anthropology: sex and race. *American Journal of Physical Anthropology* 139: 77-90.
- 22 (W) Intelligent Design
1. Rennie, John. 2002. 15 answers to creationist nonsense. *Scientific American* 287:78-85.
  2. deGrasse Tyson, Neil. 2005. The perimeter of ignorance. *Natural History* 114:28-34.

## **WEEK 6**

### 27 (M) Origins of language

1. Cartmill, Matt. 1998. The gift of gab. Discover 19:56-61.
2. d'Errico, Francesco, Christopher Henshilwood, Graeme Lawson, Marian Vanhaeren, Anne-Marie Tillier, Marie Soressi, Frederique Bresson, Bruno Maureille, April Nowell, Joseba Lakarra, Lucinda Backwell, Michele Julien. 2003. Archaeological evidence for the emergence of language, symbolism, and music – an alternative multidisciplinary perspective. Journal of World Prehistory 17:1-7, 17-33, 49-56.
3. Falk, Dean. 2009. How our ancestors found their voice. In: Finding Our Tongues. New York: Basic Books. p 57-69.

### 29 (W) **NO CLASSES**

## **WEEK 7**

### 4 (M) Can apes learn language?

1. Savage-Rumbaugh, ES. 1999. Language training of apes. In: The Cambridge Encyclopedia of Human Evolution. Cambridge: Cambridge University Press. p 138-141.
2. Hill, Jane. 1978. Apes and language. Annual Review of Anthropology 7:89-112.
3. Terrace, Herbert S. 1982. Why Koko can't talk: The ape's still fooling most of the people, most of the time. Sciences 22:8-10.

### 6 (W) Endangered language

1. McWhorter, John C. 2001. Most of the world's language went extinct. In: The Power of Babel: A Natural History of Languages. New York: Times Books. p 253-286.
2. Whaley, Lindsay J. 2003. The future of native languages. Futures 35:961-973.

## **WEEK 8**

### 11 (M) Can we have anthropology without a concept of culture? (Formerly "What is culture?")

1. Lughod, Lila Abu. 1991. Writing against culture.

### 13 (W) Rethinking culture and relativism (Formerly "Origins of culture")

1. Brown, Michael F. 2008. Cultural relativism 2.0. Current Anthropology 49:363-383.

## **WEEK 9**

### 18 (M) Language and Culture – Linguistic relativism

1. Deutscher, Guy. 2010. Does language shape the way you think? New York Times.
2. Colapinto, John. 2007. The interpreter: Has a remote Amazonian tribe upended our understanding of language? The New Yorker: 04/16/2007.

### 20 (W) Identity

1. Haley, Brian and Larry Wilcoxon. 2005. How Spaniards became Chumash, and other tales of ethnogenesis. American Anthropologist 107:432-445.

## **WEEK 10**

### 25 (M) Exhibiting culture in museums

1. TBD

27 (W) Peopling of the Americas

1. Bradley, Bruce, Dennis Stanford. 2004. The North Atlantic ice-edge corridor: a possible Palaeolithic route to the New World. *World Archaeology* 36:459-578.
2. Straus, Lawrence Guy, David J. Meltzer, Ted Goebel. 2005. Ice Age Atlantis? Exploring the Solutrean-Clovis 'connection.' *World Archaeology* 37:507-532.
3. Hall, Roberta, Diana Roy, David Boling. 2004. Pleistocene migration routes into the Americas: Human biological adaptations and environmental constraints. *Evolutionary Anthropology* 13:132-144.

**WEEK 11**

Nov. 1 (M) Cultural Patrimony - NAGPRA

1. Native American Graves Protection and Repatriation Act. 1990. Public Law 101-601; 25 U.S.C. 3001 et seq.)
2. Deloria, Jr., Vine. 1992. Indians, archaeologists, and the future. *American Antiquity* 57:595-598.
3. Ousley, Stephen D., William T. Billeck, R. Eric Hollinger. 2005. Federal repatriation legislation and the role of physical anthropology in repatriation. *Yearbook of Physical Anthropology* 48:2-32.
4. Native American Graves Protection and Repatriation Act Regulations – Disposition of Culturally Unidentifiable Human Remains; Final Rule. 2010. 43 CFR Part 10.
5. AAPA Position Letter to NAGPRA. 2010.

3 (W) Religion/beliefs – vampirism

1. Bell, Michael. 2006. Vampires and death in new England, 1784-1892. *Anthropology and Humanism* 31:124-140.
2. Atwater, Cheryl. 2000. Living in death: the evolution of modern vampirism. *Anthropology of Consciousness* 11:70-77.
3. Hume, Lynne. 2006. Liminal beings and the undead: vampires in the 21<sup>st</sup> century. In: Hume, Lynne and Kathleen McPhillips, editors. *Popular Spiritualities: The Politics of Contemporary Enchantment*. Burlington, VT: Ashgate Publishing. P 3-16.

**WEEK 12**

8 (M) Cannibalism

1. Billman, Brian R., Patricia M. Lambert, Banks L. Leonard. 2000. Cannibalism, warfare, and drought in the Mesa Verde region during the twelfth century A.D. *American Antiquity* 65:145-178.
2. Dongoske, Kurt E., Debra L. Martin, T.J. Ferguson. 2000. Critique of the claim of cannibalism at Cowboy Walsh. *American Antiquity* 65:179-190.

10 (W) Violence

1. Walker, Phillip. 2001. A bioarchaeological perspective on the history of violence. *Annual Review of Anthropology* 30:573-596.
2. Sussman, Robert W. 1999. The myth of man the hunter, man the killer and the evolution of human morality. *Zygon: Journal of Religion and Science* 34:453-471.
3. Potts, Rick, Richard Wrangham. 1996. Humanity's role in bending nature's course: the demonic legacy of our male ape ancestors. *Chronicle of Higher Education* 43:B5-B6.

**WEEK 13**15 (M) Sexuality/gender

1. Joyce, Rosemary. 2000. A pre-Columbian gaze: male sexuality among the ancient Maya. In: Archaeologies of Sexuality. New York: Routledge. P 263-283.
2. Geller, Pamela L. 2005. Skeletal analysis and theoretical complications. World Archaeology 37:597-609.

17 (W) Gender roles

1. Goldberg, Steven. 1996. Is patriarchy inevitable? National Review 48:32-36.
2. Ortner, Sherry B. 1974. Is female to male as nature is to culture? In: Woman, culture, and society. Stanford, CA: Stanford University Press. p 68-87.

**WEEK 14** **NO CLASSES:** November 22-26, 2010**WEEK 15**29 (M) Culture and the spread of disease

1. Hume, Jennifer C.C., Emily J. Lyons, Karen P. Day. 2003. Malaria in antiquity: a genetics perspective. World Archaeology 35:180-192.
2. McMichael, A.J. 2004. Environmental and social influences on emerging infectious diseases: past, present and future. Philosophical Transactions: Biological Sciences 359:1049-1058.

Dec. 1 (W) Culture and Technology

1. Bargh, John A., Katelyn Y.A. McKenna. 2004. The internet and social life. Annual Review of Psychology 55:573-590.
2. Cook, Susan E. 2004. New technologies and language change: toward an anthropology of linguistic frontiers. Annual Review of Anthropology 33:103-115.

**WEEK 16**

## 6 (M) TBD

8 (W) Holism revisited

1. Smith, Eric A. 2006. Anthropological schisms. Anthropology News 47:8-11.
2. Calcagno, James M. 2003. Keeping biological anthropology in anthropology, and anthropology in biology. American Anthropologist 105:6-15.
3. Nader, Laura. 2001. Anthropology! Distinguished lecture – 2000. American Anthropologist 103:609-620.

**FINAL: Friday, December 17, 11:00am – 1:30pm**