

# Department of Anthropology

**UPDATED**

**AUGUST 3, 2006**

**Fall 2006**

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## Course Descriptions



## **ANTHROPOLOGY MAJOR REQUIREMENTS**

*The Department offers work leading to the  
Bachelor of Arts Degree in Anthropology.*

**General Education Requirements:** Same as the College of Liberal Arts, except for the following more specific requirements:

**Major Prerequisites:**

ANTH 101  
&  
ANTH 102

**Major Requirements:**

- A topical course in Physical Anthropology (361-364, 561-568) (3 hours)
- A topical course in Archaeology (201, 320, 321, 325, 327, 329, 331, 333, 335, 341, 533, 534, 545, 576) (3 hours)
- A topical course in Linguistic Anthropology (355, 371, 555) (3 hours)
- A topical course in Social Anthropology (353-354, 356-359) (3 hours)
- A world area course (301-317, 321-335) (3 hours)
- A 500-level Anthropology course or the senior seminar (499) (3 hours)
- One of the following courses: ANTH 501, SOCY 220, PSYC 227, STAT 201, BADM 291, GEOG 531 (3 hours)
- At least two other Anthropology courses (excluding ANTH 497, 498 Senior Thesis) (6 Hours)

University of South Carolina

## **MINOR IN ANTHROPOLOGY REQUIREMENTS**

This minor consists of eighteen (18) semester hours.

ANTH 101—Primates, People and Prehistory  
ANTH 102—Understanding Other Cultures

And four (4) courses of your choice at the 200-level or above.

### **In certain cases**

ANTH 101 or ANTH 102 can be exempted by permission of the Undergraduate Director in the Department, and replaced with other anthropology courses.

**\*For more information on advisement and majors and minors in Anthropology go to:  
<http://www.cla.sc.edu/anth/undergrad.html>**



## **COGNATE IN ANTHROPOLOGY REQUIREMENTS**

A **Cognate** requires a minimum of 12 hours in advanced courses (usually 300 or above) in other departments related to and supporting the major. Courses should be junior/senior level and must be approved in advance by the advisor. Cognate courses may be taken in one or more departments. A grade of D will be accepted for cognate credit **only** if approved by the Anthropology Department advisor, who should note and date such approval in writing on your advisement worksheet (kept in your file in the Anthropology main office, Hamilton 317).

# Things to Remember for Undergraduate Advisement

The Anthropology Department is committed to quality academic advising. Each student enrolled in the Department is assigned a faculty advisor whose specialty most closely matches the student's interests. The faculty advisor must sign advisement forms and monitor the progression toward the degree. The advisor cautions the student to make certain that academic programs are completed in a timely manner. This is especially important since not all required courses may be offered each semester. **It is the responsibility of students to keep track of their courses and make sure that their programs satisfy department and College graduation requirements.**

## Reminders:

1. Check name on list outside of Anthropology Main Office (Hamilton 317)
2. Sign up for advisement on your advisor's door. (he/she will have clearly marked what their available times are). Make sure that you put your phone number on the advisement sign-up sheet.
3. Take your file to the advisement appointment with ideas about the courses you would like to take. (files are picked up from the main office in Hamilton room 317)
4. It is ultimately the responsibility of the student to make sure he/she fulfills the requirements for the degree.
5. Immediately following the advisement, the student should fill in and submit an Advisor Evaluation form.
6. Following advisement, the student must take the pink copy of the signed advisement form to the College of Liberal Arts Dean's office in Gambrell. Only then will the student be cleared on the computer for registration.
7. During the student's next to last semester, he/she must call the office of the Dean (777-2993) and make an appointment for a Senior Check. The Major Program Card (available in the Department of Anthropology Office, Hamilton 317) must be completed in advance of the senior check. The student should schedule an appointment with his/her advisor to fill out the Major Program card in time to take it to the appointment at the Dean's office.
8. The student must apply for graduation at the Dean's office in the first month of their last semester.

## NOTE:

The normal course load is 15-17 hours per semester. In order to take 18 or more hours, a student must have attained in the previous full semester an average of 3.0 or better on a minimum of 12 hours taken on a non-pass/fail basis. In order to enroll in independent study, a student must have a cumulative GPA of 2.5 or higher. No student may apply more than 15 hours of independent study credits toward the degree. Courses taken on a pass/fail basis can only be used as free electives. This option is available only to students with a GPA of 2.000 and above and for no more than 8 courses. No grade of D will be permitted to count toward a student's major, minor, or cognate. If necessary, the course must be repeated, raising the number of hours required for graduation. In order to graduate, the student must have a minimum of 120 applicable hours, meet all course requirements, be in good standing, meet departmental or program requirements, and have a cumulative GPA of at least 2.000 on all work completed at USC.

## Help your advisor help you!

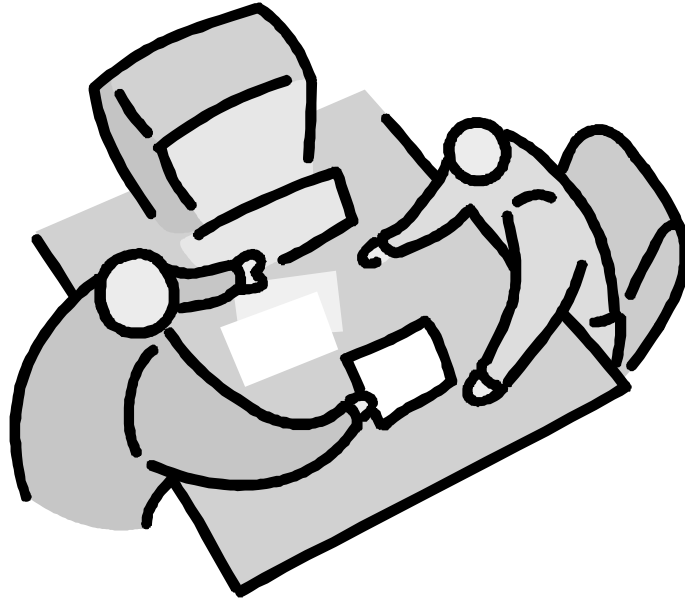
☺ Be on time for your appointment

☺ If you are in trouble with a specific course, or all of your courses, be prepared to discuss this matter. Be open to your advisor's suggestions for using the Academic Skills Center, Writing Center, Math Lab, etc.

☺ If you are undecided about your major or you are having second thoughts about your major, ask your advisor's opinion. Your advisor cannot make your decision for you, but he or she can suggest possibilities and refer you to other sources for help and information.

☺ Have an idea about which courses you would like to take in the upcoming semester, and listen carefully to your advisor's recommendations. Familiarize yourself with the pre-requisites for the courses that you wish to take. Be sure you have met the pre-requisites.

☺ Ask questions about your progress toward meeting your general education requirements, major requirements, major course sequences and other course requirements for your degree. Review your progress toward graduation.



## WASCL

### Wednesday Archaeology at South Carolina Lunch Meetings

The archaeologists at the University of South Carolina hold informal "brown bag" lunches to talk about their recent work, present ideas, preview papers, etc. These one-hour meetings occur in Hamilton College at noon every other week throughout the semester. The archaeological community of the University of South Carolina invites any- and everyone who is interested in Archaeology and its related fields to attend, listen and participate. Bring your lunch and something to drink, and spend time with old friends and meet with new.

A schedule will be posted around the building and on our website (<http://www.cla.sc.edu/anth/wascl.html>).



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### Cultural Anthropology Brown Bag Lunch Event

**CABLE** is a bi-weekly roundtable discussion open to all who are interested in issues of concern to anthropology.

#### **Organizing Committee:**

Krissy Hudgins - PhD student

Kim Cavanagh - 2nd year MA student

Heather Trubee - 1st year MA student

Alice Kasakoff - Faculty coordinator.

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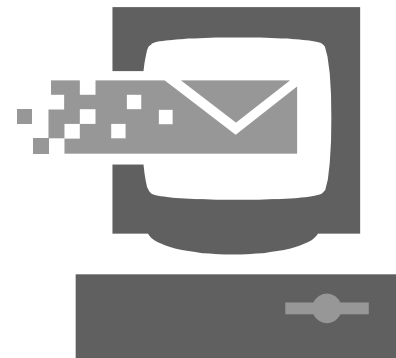
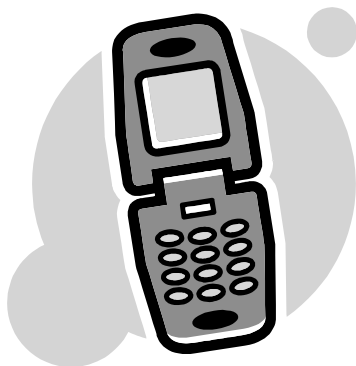
### Anthropology Colloquium Series

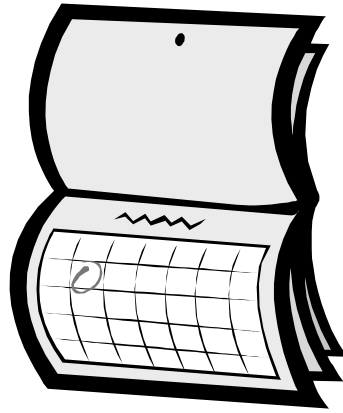
**Don't forget to check out our Colloquium's this Spring. Look at our colloquium web page for more details.**

<http://www.cla.sc.edu/anth/colloquia.html>

## Contact Information

	<i>Office</i>	<i>Phone</i>	<i>Email</i>
Dr. Daniel Buxhoeveden	Hamilton 308	7-4460	<a href="mailto:buxhoeve@gwm.sc.edu">buxhoeve@gwm.sc.edu</a>
Dr. Laura Cahue	Hamilton 314	7-2957	<a href="mailto:cahue@gwm.sc.edu">cahue@gwm.sc.edu</a>
Dr. Joanna Casey	Hamilton 319	7-6700	<a href="mailto:caseyj@gwm.sc.edu">caseyj@gwm.sc.edu</a>
Dr. Janina Fenigsen	Hamilton 307	7-6941	<a href="mailto:fenigsen@gwm.sc.edu">fenigsen@gwm.sc.edu</a>
Dr. Karl Heider	Osborne 102B	7-2808	<a href="mailto:heiderk@gwm.sc.edu">heiderk@gwm.sc.edu</a>
Dr. Alice Kasakoff	Hamilton 301	7-6979	<a href="mailto:Kasakoff@gwm.sc.edu">Kasakoff@gwm.sc.edu</a>
Dr. Ken Kelly	Hamilton 200B	7-2616	<a href="mailto:Kenneth.Kelly@sc.edu">Kenneth.Kelly@sc.edu</a>
Dr. Ann Kingsolver	Hamilton 304	7-5927	<a href="mailto:aekingso@gwm.sc.edu">aekingso@gwm.sc.edu</a>
Dr. Tom Leatherman	Hamilton 317B	7-6500	<a href="mailto:Leatherman@sc.edu">Leatherman@sc.edu</a>
Dr. Jennifer Reynolds	Hamilton 305	7-2392	<a href="mailto:jenreyn@sc.edu">jenreyn@sc.edu</a>
Dr. David Simmons	Hamilton 311	7-2321	<a href="mailto:dsimmons@gwm.sc.edu">dsimmons@gwm.sc.edu</a>
Dr. Kimberly Simmons	Hamilton 313	7-9898	<a href="mailto:ksimmons@gwm.sc.edu">ksimmons@gwm.sc.edu</a>
Dr. Gail Wagner	Hamilton 300	7-6548	<a href="mailto:Gail.wagner@sc.edu">Gail.wagner@sc.edu</a>
Dr. Terry Weik	Hamilton 309	7-6789	<a href="mailto:weik@gwm.sc.edu">weik@gwm.sc.edu</a>
Cat Keegan	Hamilton 315	7-9604	<a href="mailto:Keegan@sc.edu">Keegan@sc.edu</a>
Claudia Carriere	Hamilton 317A	7-0993	<a href="mailto:claudiacarriere@sc.edu">claudiacarriere@sc.edu</a>





## **FALL 2006**

August 16, Wed.	Faculty Reporting Date
August 24, Thurs.	Classes begin
August 30, Wed.	Last day to change a course schedule or drop a course without a grade of "W" being recorded (Session C002)
September 4, Mon.	Labor Day Holiday - no classes
September 14, Thurs.	Last day to apply for December graduation
October 5, Thurs.	Last day to drop a course or withdraw without a grade of "WF" being recorded (Session C002)
October 12, Thurs.	Midpoint in semester
October 19-20, Thurs.-Fri.	Fall break-no classes
November 7, Tues.	General Election Day - no classes
November 22-26, Wed.-Sun.	Thanksgiving recess - no classes
December 8, Fri.	Last day of classes
December 9, Sat.	Reading day
December 11-18, Mon.-Mon.	Final examinations (includes exams on Sat.)
December 18, Mon.	Commencement Exercises

## Courses Being Offered Fall 2006

ANTH 101.001	Primates, People, and Prehistory	Monday, Wednesday Wednesday	9:05 – 9:55 1:25 - 2:15
	534666	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.002	Primates, People, and Prehistory	Monday, Wednesday Wednesday	9:05 – 9:55 2:30 - 3:20
	534686	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.003	Primates, People, and Prehistory	Monday, Wednesday Thursday	9:05 – 9:55 9:30 – 10:20
	534706	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.004	Primates, People, and Prehistory	Monday, Wednesday Thursday	9:05 – 9:55 12:30 – 1:20
	534716	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.005	Primates, People, and Prehistory	Monday, Wednesday Thursday	9:05 – 9:55 2:00 – 2:50
	534736	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.006	Primates, People, and Prehistory	Monday, Wednesday Friday	9:05 – 9:55 10:10 – 11:00
	534746	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.007	Primates, People, and Prehistory	Monday, Wednesday Friday	9:05 – 9:55 11:15 – 12:05
	534766	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.008	Primates, People, and Prehistory	Monday, Wednesday Friday	9:05 – 9:55 1:25—2:15
	534776	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.009	Primates, People, and Prehistory	Monday, Wednesday Friday	9:05 – 9:55 2:30 – 3:20
	534786	Calcott Soc. Sci. Ctr. 011 Hamilton 110	Ken Kelly
ANTH 101.010	Primates, People, and Prehistory	Tuesday, Thursday	9:30 – 10:45
	534796	BA-Close/Hipp Bldg 008	Gail Wagner
ANTH 101.501	Primates, People, and Prehistory	Tuesday, Thursday	2:00 - 3:15
<b>Restricted to Honors Students</b>	534806	Hamilton 201	Tom Leatherman

ANTH E101.300	Primates, People, and Prehistory	Monday, Wednesday	5:30—6:45
	522626	Hamilton 101	Audrey Dawson
ANH 102.001	Understanding Other Cultures	Monday, Wednesday Friday	1:25 – 2:15 3:35 – 4:25
	534836	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.002	Understanding Other Cultures	Monday, Wednesday Thursday	1:25 – 2:15 9:30 – 10:20
	534866	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.003	Understanding Other Cultures	Monday, Wednesday Thursday	1:25 – 2:15 12:30 – 1:20
	534906	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.004	Understanding Other Cultures	Monday, Wednesday Friday	1:25 – 2:15 10:10 – 11:00
	534916	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.005	Understanding Other Cultures	Monday, Wednesday Friday	1:25 – 2:15 11:15 - 12:05
	534936	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.006	Understanding Other Cultures	Monday, Wednesday Friday	1:25 – 2:15 1:25 – 2:15
	534946	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.007	Understanding Other Cultures	Monday, Wednesday Friday	1:25 – 2:15 2:30 – 3:20
	534966	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.008	Understanding Other Cultures	Monday, Wednesday Wednesday	1:25 – 2:15 3:35 – 4:25
	534996	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.009	Understanding Other Cultures	Monday, Wednesday Friday	1:25 – 2:15 12:20 – 1:10
	535006	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.010	Understanding Other Cultures	Monday, Wednesday Thursday	1:25 – 2:15 3:30 – 4:20
	535046	BA-Close/Hipp Bldg 005 Hamilton 201	David Simmons
ANTH 102.011	Understanding Other Cultures	Monday, Wednesday Thursday	1:25 – 2:15 2:00 – 2:50
	535076	BA-Close/Hipp Bldg 005 Hamilton 302	David Simmons

ANTH 102.012	Understanding Other Cultures	Monday, Wednesday, Friday	1:25 – 2:15 11:15 – 12:05
	535106	BA-Close/Hipp Bldg 005 Hamilton 302	David Simmons
ANTH 102.013	Understanding Other Cultures	Tuesday, Thursday	11:00 – 12:15
	535196	Hamilton 201	Janina Fenigsen
ANTH 102.014	Understanding Other Cultures	Monday, Wednesday, Friday	11:15 – 12:05
<b>NEW</b>	535196	Hamilton 101	Krissy Hudgins
ANTH 102.501	Understanding Other Cultures	Tuesday, Thursday	2:00 – 3:15
<b>Restricted to Honors Students</b>	535256	Hamilton 101	Alice Kasakoff
ANTH E102.300	Understanding Other Cultures	Monday, Wednesday	5:30—6:45
	522636	Hamilton 201	Adam King
ANTH 210.001	Human Life Cycle in Different Cultures	Monday, Wednesday, Friday	10:10—11:00
<b>(Cross-listed with WOST 210)</b>	536966	Hamilton 318	Jennifer Reynolds
ANTH 213.001	Ethnobotany: Plants & People	Tuesday, Thursday	12:30 – 1:45
	536996	Hamilton 318	Gail Wagner
ANTH 300.001	Comparing Cultures Through Film	Monday, Wednesday	1:25 – 4:00
	537016	Hamilton 318	Karl Heider
ANTH 303.001	African American Cultures	Monday, Wednesday, Friday	9:05 – 9:55
<b>(Cross-listed with AFRO 303)</b>	537036	Hamilton 101	Terry Weik
ANTH 311.001	Middle Eastern Cultures	Monday, Wednesday, Friday	12:20 – 1:10
	537056	Hamilton 101	Jon Leader
ANTH 322.001	Archaeology Fieldwork	Saturday	9:00 – 12:30
<b>Prereq: Anth 320 or Perm. of Instr.</b>	376086	Hamilton 110	Jakob Crockett
ANTH 331.001	MesoAmerican Prehistory	Tuesday, Thursday	9:30 – 10:45
<b>Cross-listed with LASP 322</b>	537156	Hamilton 318	Laura Cahue

ANTH E333.001	North American Prehistory	Tuesday, Thursday	5:30—6:45
	522646	Hamilton 201	Chris Judge
ANTH E352.001	Anthropology of Magic & Religion	Monday, Wednesday	5:30—6:45
	522676	Hamilton 318	Jon Leader
ANTH 353.001	Anthropology of Law & Conflict	Tuesday, Thursday	9:30 – 10:45
	537186	Hamilton 101	Ann Kingsolver
ANTH 355.001	Language, Culture & Society	Monday, Wednesday, Friday	1:25 – 2:15
<b>(Cross-listed with LING 340)</b>	537236	Hamilton 101	Jennifer Reynolds
ANTH 359.001	Theories of Culture	Tuesday, Thursday	12:30 – 1:45
	537276	Hamilton 101	Ann Kingsolver
ANTH 361.001	Becoming Human	Tuesday, Thursday	11:00—12:15
	537346	Hamilton 318	Dan Buxhoeveden
ANTH 499.001	In the Tradition of Anthropology	Monday, Wednesday, Friday	11:15 – 12:05
	537376	Hamilton 101	Krissy Hudgins
ANTH 542.001	Arch. Field Problems: Historical Archaeology Lab Methods	Monday	1:25 – 4:00
<b>Prereq: Anth 320 or Perm. of Instr.</b>	537426	Hamilton 110	Ken Kelly
ANTH 551.501 <b>Restricted to Honors Stud.</b>	Medical Anth. Fieldwork	Monday, Wednesday, Friday	9:05 – 9:55
<b>(Cross-listed w/ HPRE 551)</b>	537516	Hamilton 318	David Simmons
ANTH 561.001	Human Osteology	Monday, Wednesday Wednesday Lab	2:30 – 3:45 4:00 – 6:00
	537626	Sloan College 104 Hamilton 306	Laura Cahue
ANTH 591D.001	African Diaspora	Tuesday, Thursday	11:00 – 12:15
	537686	Hamilton 101	Kim Simmons

ANTH 591V.001	Violence & Peace	Monday, Wednesday, Friday	12:20 – 1:10
(ANTH 591.002)	537796	Hamilton 318	Terry Weik
ANTH 703.001	Anthropological Inquiry	Tuesday, Thursday	12:30 – 1:45
	537946	Hamilton 302	Janina Fenigsen
ANTH 712.001	Thesis Skills Seminar	Tuesday	2:00 – 3:15
	538086	Hamilton 302	Gail Wagner
ANTH 720.001	Development of Anthropological Arch	Tuesday, Thursday	11:00 – 12:15
	538126	Hamilton 302	Joanna Casey
ANTH 772.001	Gender & Culture	Tuesdays	5:30 – 8:10
(Cross-listed with WOST 772)	538186	Hamilton 302	Alice Kasakoff
ANTH 791T.001	Teaching Practicum	To Be Arranged	
	538266	Hamilton 317	Ken Kelly
ANTH 791T.002	Teaching Practicum	To Be Arranged	
	538296	Hamilton 317	David Simmons

Anthropology **399** (Independent Study), **498** (Senior Thesis), **699** (Reading and Research), **799** (Master's Thesis) and **899** (Dissertation Prep) are being offered. Please speak to your Advisor if you are interested in signing up for one of these classes.

## **Anthropology 101 / Primates, People, and Prehistory**

Monday, Wednesday / 9:05 – 9:55/ CSSC 011 (Calcott Soc. Sci. Center)

Section 1: Wednesday / 1:25 – 2:15 / Hamilton 110

Section 2: Wednesday / 2:30—3:20 / Hamilton 110

Section 3: Thursday / 9:30 – 10:20 / Hamilton 110

Section 4: Thursday / 12:30 – 1:20 / Hamilton 110

Section 5: Thursday / 2:00—2:50 / Hamilton 110

Section 6: Friday / 10:10 – 11:00 / Hamilton 110

Section 7: Friday / 11:15—12:05 / Hamilton 110

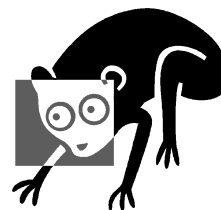
Section 8: Friday / 1:25 – 2:15 / Hamilton 110

Section 9: Friday / 2:30—3:20 / Hamilton 110

**Professor: Ken Kelly**

(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**



### **Course Readings:**

Feder, Kenneth L., and Michael Alan Park. *Human Antiquity: An Introduction to Physical Anthropology and Archaeology* (Newest Ed.). Mountain View, CA, Mayfield Publishing.

### **Course Content:**

This course will provide a broad introduction to biological anthropology and human evolution. The course is divided into four main sections: evolution and genetics, non-human primates, the origin of modern humans through the study of the fossil record, and a broad review of the prehistory of modern humans. Student attendance at weekly discussions sections is an integral part of the class. In these sections students will see videos, handle fossil casts, and explore principles raised in the lecture and book.

### **Evaluation:**

Students will be responsible for all lectures, readings, discussion sections, and films. There will be three small projects designed to help you understand topics such as genetic transmission and change, and identify fossil casts. Additionally, students will be required to observe primates at the zoo. Grading will be based upon the three projects, three quizzes (not necessarily announced in advance), primate observation, video questions, discussion participation, a mid-term, and a final exam. Late projects, exams, or quizzes will be deducted 5 points for every day they are late. Grades will be computed based upon the following points: Three quizzes - 25 points each (total of 75 points), Four projects - 25 points each (total of 100 points), Film/Video questions - 5 points each (total of 25 points), Discussion section participation - total of 50 points, Two mid-terms - 50 points each (total of 100 points) and one final exam - total of 100 points. Total points possible - 450 points. I shall guarantee that if you accumulate 90% of the total points for the semester, you will receive the grade of "A". The guaranteed breakdown is as follows: 90% or more = A; 80% or more =B; 70% or more = C; 55% or more = D.

### **Course Presentation:**

Material will be presented primarily via lecture (2 times per week), discussion section (once per week) and with occasional videos. Projects and readings also provide an essential component of the learning experience.

### **Audience:**

This course is geared toward anyone with an interest in learning about who we as *Homo sapiens* (modern people) are, how we became what we are, and who are our closest relatives. There are no prerequisites for this course.

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**Anthropology 101.010 / Primates, People, and Prehistory**  
Tuesday, Thursday / 9:30 – 10:45/ BA 008 (Close-Hipp Bldg.)

**Professor: Gail Wagner**  
(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**

**Course Readings:**

*Human Antiquity*, (Newest Edition). By K. L. Feder and M. A. Park.

**Course Content:**

This course introduces human biological and cultural evolution, asking the basic question: “Where have humans come from?” It follows a scientific approach to answering this question.

**Method and Evaluation:**

Course grades will be based on quizzes and exercises (15%), worksheets (15%), two tests (40%), and a final comprehensive exam (30%).

**Course Presentation:**

This course is a lecture course with occasional class workshops/discussion. A number of videos will be shown.

**Audience:**

Students who are curious about human origins are encouraged to take this class. It fulfills a Social Science general education requirement and provides a basis for further anthropological courses in archaeology and biological anthropology.



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**ANTH 101.501 / Primates, Peoples, & Prehistory**

Tuesday, Thursday / 2:00 – 3:15 / Hamilton 201

**Professor: Thomas Leatherman**  
(3 credits)

**Course Readings:**

Feder and Park, *Human Antiquity*.

and assigned readings for discussion.

**Course Content:**

The course is an introduction to biological and archeological anthropology. We study the basic concepts and mechanisms of evolution and the evolutionary history of humankind from primate beginnings to modern societies. The course is divided into 4 sections: 1) the science of anthropology and the models and mechanisms of human evolution; 2) modern human variation and adaptation, and our relationships to non-human primates; 3) origin and development of humans using evidence from the fossil record (paleoanthropology) and archeological remains; and, 4) a brief overview of human prehistory from early migrations of modern humans across the globe to the development of food production and complex societies. Along the way, it illustrates the ways in which anthropologists learn about the past and how we can use our knowledge of the past to understand the present.

The most basic goal of this course is to become better informed of what it means to be a member of the human species. We are a product of our past as well as present, and this course hopes to show how understanding our biological and cultural history (through the theory and method of the science of anthropology) can provide us with a better understanding of humanity.

**Method and Evaluation:**

There will be a minimum of three exams, and a minimum of three additional projects and exercises during the class. These will deal with problems in human genetics, a visit to Riverbanks Zoo and observations of primate behavior, and examination and evaluation of human fossil material. Grading will be based upon the exams, projects, quizzes, video/film review sheets, and class participation. Grading scale is 90-100 (A), 80-89 (B), 70-79 (C), etc.

**Course Presentation:**

Class content will be presented through lecture, films, debates, discussion, projects, and hands-on labs. There will be a basic text and additional readings to supplement the text and for classroom discussion. I will attempt to provide opportunities to participate in archeological excavations on a weekend during the semester.

**Audience:**

Honors students.



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**Anthropology E101.300/ Primates People and Prehistory**

Monday, Wednesday / 5:30 – 6:45 / Hamilton 101

**Instructor: Audrey Dawson**

(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**

**Course Readings:**

Feder, Kenneth L. and Michael Alan Park (2001). *Human Antiquity: An Introduction to Physical Anthropology and Archaeology*, 5<sup>th</sup> edition. Mayfield Publishing Company

Articles from various journals to be announced.

**Course Content:**

This course will provide an introduction to the anthropological subfields of physical anthropology and archaeology. The course is divided into four broad sections:

- 1). The Basics - designed to familiarize the student with the scientific environment at the time that evolutionary theory was proposed and to lay the foundation for the remainder of the course;
  - 2). How We Know What We Know - designed to show how anthropologists and others gather information to support their ideas and theories;
  - 3). The Human Lineage - which provides a broad overview of the evolution of modern humans; and
  - 4). Changes in Culture - designed to show the cultural attributes of modern humans.
- Within each section, various topics will be covered. The course content follows the required text book.

**Method of Evaluation:**

Grades are based on four exams and projects.

Grade Percentages:

Exam 1	20%
Exam 2	20%
Exam 3	20%



Exam 4	20%
Projects	20%

**Course Presentation:**

Lecture with supplemental videos and class projects.

**Audience:**

Anyone and everyone.

**ANTH 102 / Understanding Other Cultures**

Monday, Wednesday / 1:25 – 2:15 / BA 005 (Close-Hipp Bldg.)

**Section 1:** Friday / 3:35 – 4:25 / HM 201

**Section 2:** Thursday / 9:30 – 10:20 / HM 201

**Section 3:** Thursday / 12:30 – 1:20 / HM 201

**Section 4:** Friday / 10:10 – 11:00 / HM 201

**Section 5:** Friday / 11:15 – 12:05 / HM 201

**Section 6:** Friday / 1:25 – 2:15 / HM 201

**Section 7:** Friday / 2:30 – 3:20 / HM 201

**Section 8:** Wednesday / 3:35 – 4:25 / HM 201

**Section 9:** Friday / 12:20 – 1:10 / HM 201

**Section 10:** Thursday / 3:30 – 4:20 / HM 201

**Section 11:** Thursday / 2:00 – 2:50 / HM 302

**Section 12:** Friday / 11:15 – 12:05 / HM 302

**Professor: David Simmons**

(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**



**Course Readings:**

*Cultural Anthropology*. By Barbara Miller (2005) 3<sup>rd</sup> edition Boston: Allyn and Bacon

*Conformity and Conflict: Readings in Cultural Anthropology*. Edited by James Spradley and David W. McCurdy. (2003) 12<sup>th</sup> edition Boston: Allyn and Bacon

**Course Content:**

What is it that makes us human? What is the “glue” that holds together groups of people (families, communities, societies, nations) and how might we study it? Cultural anthropology is the study and explanation of learned and shared behaviors that are transmitted over space and time and that people use to interpret experience. This class introduces the basic components and definitions of human cultural practices, group identities, and human behavior, providing students with the fundamental tools and insight for better understanding the ever-changing and complex nature of our world today.

**Method of Evaluation:**

Attendance of all lectures and completion of all reading assignments prior to class/lecture is expected of all students.

Grades will be based on two mid-term in-class exams (20% each, and equal to 40% of the course grade together); a final exam (30%); and a 1-page weekly reaction paper, due in section (30%, including section participation).

**Course Presentation:**

Lectures, film, in-class discussion, in-class and assigned exercises, and group discussions during sessions comprise the main modes of presentation of course content.

**Audience:**

Undergraduates interested in learning more about cultural anthropology.

## **Anthropology 102.013/ Understanding Other Cultures**

Tuesday, Thursday / 11:00—12:15 / Hamilton 201

**Professor: Janina Fenigsen**

(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**



### **Course Readings:**

Nancy Bonvillian, *Cultural Anthropology*

Kevin Rafferty & Dorothy Chinwe Ukaegbu, *Faces of Anthropology: A Reader for the 21<sup>st</sup> Century*.

Paul Kutsche, *Field Ethnography: A Manual for Doing Cultural Anthropology*.

Paul Farmer, *AIDS & Accusation: Haiti and the Geography of Blame* (2006 edition)

### **Course Content:**

This is an undergraduate-level introduction to the concept of culture and how it has been used by anthropologists to understand the ways people in the U.S. and in many other areas of the world think about identity, community, and difference; arrange life differently in households and in community use of space and resources; and conceptualize the world through language, religion, humor, and powerful imagery.

### **Method of Evaluation:**

Students will have one-page papers due regularly in section. There will also be a midterm and a final exam, which will include essay questions.

### **Course Presentation:**

There will be a mixed format of lectures and small-group discussion. Film, as a window to cross-cultural experiences, will be as important to students' learning as lectures and discussion.

### **Audience:**

This course is open to all undergraduates.

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## **ANTH 102.014/ Understanding Other Cultures**

Monday, Wednesday, Friday / 11:15 – 12:05 / Hamilton 101

**Instructor: Krissy Hudgins**

(3 credits)

### **Course Readings:**

Miller, Barbara 2005 *Cultural Anthropology* (Third Edition). Boston: Allyn and Bacon.

Spradley, James, and David W. McCurdy, eds. 2006 *Conformity and Conflict: Readings in Cultural Anthropology* (Twelfth Edition). Boston: Allyn and Bacon.

### **Course Content:**

Cultural anthropology is the study and explanation of learned and shared behaviors that are transmitted over space and time and that people use to interpret experience. This course will explore the ways in which anthropology intersects and interacts with human experience across nations, cultural, and economic communities. The goals of this course are to familiarize students with the concept of culture and to expand their appreciation of cultural differences, and an understanding of social inequality. This course strives to support students in building critical thinking skills and to become engaged in how anthropology can be relevant in working towards social justice.

### **Method and Evaluation:**

Reaction papers, exams, participation.

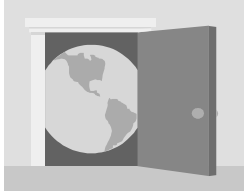
### **Course Presentation:**

Lecture, class discussion.

### **Audience:**

Undergraduate students.





## **Anthropology 102.501/ Understanding Other Cultures**

Tuesday, Thursday / 2:00 – 3:15 / Hamilton 101

**Professor: Alice Bee Kasakoff**

(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**

### **Course Readings:**

Delaney, Carol 2004 *Investigating Culture: An Experiential Introduction to Anthropology*. London: Blackwell.

Basso, Keith 1996 (get 2<sup>nd</sup> edition) *Wisdom Sits in Places*. Albuquerque: University of New Mexico Press.

Second ethnography: title to be announced.

### **Course Content:**

This class will focus on understanding anthropological concepts, methods, and approaches through an “experiential approach” involving exercises in your own culture(s). Students will learn about cultural anthropology by reading ethnographies (books describing a culture) and doing ethnography (gathering data by participating, observing and interviewing members of a culture). The text book is organized into aspects of human experience that are found in all cultures: space, time, the body, food, language. Each chapter also includes a professional article on the topic. During the class period we will discuss the ideas in the chapter, watch films dealing with these topics in a variety of other cultures and each week students will do an exercise gathering data on the topic of the week themselves. We will also read two ethnographies describing two cultures in detail (Apache and one to be announced). Students will expand one of the weekly projects into a final project for the course, presented in written and oral (prefer power point) form. Students may work together on the weekly exercises and final projects, sharing data and bibliographic research, if they wish, but each student must write his or her own paper.

### **Method of Evaluation:**

Weekly projects (35%); Midterm (20%); Final (20%); Final Project (20%); Attendance, class participation (5%)

### **Course Presentation:**

Class discussion and films.

### **Audience:**

Honors Undergraduate students. **Max of 25 students.**

### **Prerequisites:**

Must be an Honors student but a few places will be made available to other students.

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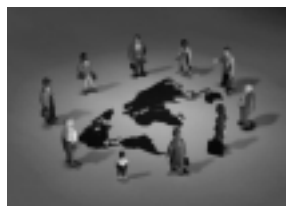
## **Anthropology E102.300/ Understanding Other Cultures**

Monday, Wednesday / 5:30 – 6:45 / Hamilton 201

**Professor: Adam King**

(3 credits)

**Fulfills 3 hrs. of the 9 hr. social science distribution requirement**



### **Course Readings:**

*Cultural Anthropology*, 8<sup>th</sup> Edition by Serena Nanda and Richard L. Warms, 2004.

**Course Description:**

Anthropology is the comparative study of people as biological organisms and users of culture. Cultural anthropology, as a subfield of general anthropology, is focused on understanding human culture and its variation across the globe. In this class, students will be introduced to the study of human culture by reviewing our current understanding of culture's variety and exploring current issues in cultural anthropology.

**Instructional Goals:**

Upon successful completion of the course, the student will:

1. Recognize and apply basic anthropological terminology and concepts
2. Understand the fundamental elements of human culture
3. Understand the methods used in and goals of cultural anthropological research
4. Recognize the interdependency of language and culture
5. Recognize the defining characteristics of different kinds of societies
6. Appreciate the variety of different food production, economic, social, political, and belief systems that exist and have existed in the human past
7. Understand the affects of the modern world on traditional cultures

**Method of Evaluation:**

2 exams (20% each = 40%); Final (20%); Quiz Game (20%); Book Review (10%); Attendance (10%)

**Course Presentation:**

Will typically include, but not limited to: lectures, class discussion, multi-media presentations, and group projects.

**Audience:**

Undergraduate students

**Anthropology 210.001 / The Human Life Cycle in Different Cultures**

Monday, Wednesday, Friday / 10:10—11:00 / Hamilton 318

**Professor: Jennifer Reynolds**

(3 credits)

The Sphinx' riddle:

"What is the creature that walks on four legs in the morning, two legs at noon and three in the evening?"

Can you answer the Sphinx' riddle? If you are interested in knowing the answer, especially from a cross-cultural perspective, then this class is a must for you!

**Course Readings:**

Goldstein, Donna M., *Laughter Out of Place: Race, Class Violence and Sexuality in a Rio Shantytown*.  
Menchu, Rigoberta, *I, Rigoberta Menchu: An Indian Woman in Guatemala*.  
Ortner, Sherry, *New Jersey Dreaming: Capital, Culture and the Class of '58*.  
Myerhoff, Barbara, *Number Our Days*.

**Course Content:**

Like Oedipus, in this course we will puzzle over the different societal and cultural constructions and experiences of the human life cycle—from the dawning of life to the dusk of old age. We will examine, from a critical anthropological perspective how it is idealized as well as how it is actually realized. Some of the questions that this course raises are: How do we become who we are through processes of

enculturation and socialization? What kinds of cultural practices (e.g. rites of passage, or cultural milestones) and cultural categories (e.g. infant, toddler, child, adolescent, adult, senior citizen) shape one's status by relative age? How does relative age intersect with other ascribed and achieved markers of status [e.g. gender, race, ethnicity, class]? And how are these different "stages" of life actually experienced? The course will primarily draw upon ethnography [books, articles, and film] to illustrate particular case studies that challenge our received knowledge on the limits of human experience.

**Course Presentation:**

Class lecture & discussion, student presentations, use of audio/video material, use of Blackboard.

**Method of Evaluation:**

1. Attendance/Participation [in-class & on-line]
2. Reading Proofs
3. Socialization Project
4. Final research paper

**Audience:**

Undergraduate students no prerequisite, not limited to anthropology.

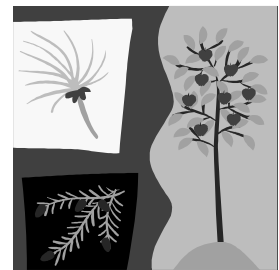
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**ANTH 213.001 / Ethnobotany: Plants and People**

Tuesday, Thursday / 12:30 – 1:45 / Hamilton 318

**Professor: Gail Wagner**

(3 credits)



**Course Readings:**

Reserve Readings and library use.

**Course Content:**

Students in this course explore the interrelationships between humans and plants from a four-field anthropological approach (cultural, biological, linguistic, and archaeological). Important issues covered include ethics, genetic engineering, and ethnoecology. The class participates in the long-term South Carolina Homegarden Project, which is now focusing on peoples' categorization of vegetables. Ethnobotanical skills practiced in the SC Homegarden Project include ethnographic interviewing and data collection, data analysis, writing a hypothesis-driven paper using original data, and public presentation.

**Method of Evaluation:**

Grading will be based on worksheets (20%), project fieldwork and paper (30%), assignments (20%), and comprehensive course notebook (30%). Lack of class participation lowers the grade by 10%.

**Course Presentation:**

The class includes a mixture of delivery styles, including lecture, discussion, workshops, web-based learning, and hands-on fieldwork. Basic background and introduction to topics are given in lecture format. Small group and whole class discussion will also be used, particularly to examine the issues.

**Audience:**

No prerequisites, other than a lively interest in the world around you, the relationships between people and plants, and in how different people view the world differently.

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**ANTH 300.001 / Comparing Cultures Through Film**

Monday & Wednesday / 1:25 – 4:00 / Hamilton 318

**Professor: Karl Heider**

(3 Credits)

**Course Readings:**

Loizos, Peter (1993) "Innovation in Ethnographic Film". From *Innocence to Self-consciousness* 1955-1985. Chicago: University of Chicago Press.

Stoller, Paul (1992) *The Cinematic Griot. The Ethnography of Jean Rouch*. Chicago: University of Chicago Press.

Plus additional materials available in the Anthro Department office.

**Course Content:**

This course explores the intersection between Cultural Anthropology and Documentary (Ethnographic) Film. We shall take the books by Loizos and Stoller as a guides, looking at lots of films, studying them for what they tell us about particular cultures. Most of the films will be ethnographic, made by or with anthropologists.

**Course Presentation:**

Mondays will be mainly lectures and discussions, and the Wednesday screening times will give us a chance to view entire films. It is essential that you attend all meetings. If you know that you will be unable to attend a class, please talk with me beforehand and I'll try to arrange a time when you can at least see the film(s).

You will need to keep a film journal, writing one page on each film that we view. In class we shall discuss what goes into the journal.

**Method of Evaluation:**

There will be two mid-term exams and a final exam, each essay-type, and open book (i.e., you can use notes and printed materials.) You will hand in a copy of your current film journal pages with the exam and they will be graded as part of the exam.

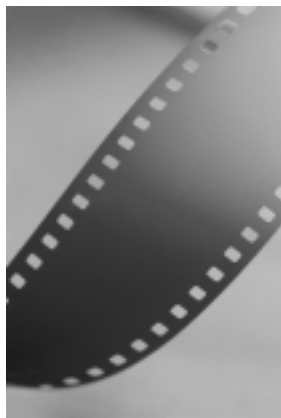
The final course grade: each mid-term exam - 20%

the final exam - 50%

constructive classroom participation - 10%

**Audience:**

There are no prerequisites for this course, but you must enjoy watching lots of films and thinking critically about them. If you have any questions about the course, please contact me at (803) 777-2808.



**ANTH 303.001 / African-American Cultures**  
Monday, Wednesday, Friday / 9:05 – 9:55 / Hamilton 101  
**Professor: Terry Weik**  
(3 credits)  
**Cross-listed with AFRO 303**  
**Fulfills World Area Course requirement**



**Course Readings:**

Course packet

**Course Content:**

This course will survey a portion of the great diversity of views and experiences that have shaped African American lives during the last few centuries. The main themes that will be explored include cultural contact, African heritage, slavery, inequality, resistance, religion, and migration. Although North America will be our geographical focus, we will also explore Latin America and the Caribbean. In the process, the class will examine methods for doing anthropological research, as well as interdisciplinary and comparative studies. We will contrast anthropology with alternative approaches such as Black studies, Afrocentricity, African Diaspora and Creolization. Within and between these disciplines and discourses circulate concepts of culture, identity, gender, and class that also shape our perspective on different populations. A number of fundamental questions will be answered by the end of the semester. Who is African American? What socioeconomic factors have had the greatest impact on different populations and their cultural beliefs? Where does race(ism) fit into our understanding of African Americans? When and why did people become African American? How have African Americans been represented by members of academia, the media, and local communities? Class content is made up of introductory lectures, films, music, demonstrations, guest speakers, and discussions.

**Method of Evaluation:**

Class participants are graded based on their attendance, quizzes, and exams. Get notes from your classmates if you miss class and check with Dr. Weik regarding class. You are expected to attend & participate in all classes & assignments. Films & lectures contain vital information that you will apply in exercises & exams. Absences from exams will be excused only if you have a written explanation from your doctor, parent or other official who can explain your circumstances. You must notify Dr. Weik as soon as possible, regarding absences related to graded assignments or exams (email or call). Class exercises must be turned in or you receive a zero for that portion of your grade.

**Course Presentation:**

Class content is made up of introductory lectures, films, music, demonstrations, guest speakers, and discussions.

**Audience:**

Students who take this course tend to come from a variety of majors and backgrounds.

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**Anthropology 311.001/ Middle Eastern Cultures**  
Monday, Wednesday, Friday / 12:20 – 1:10 / Hamilton 101  
**Professor: Jon Leader**  
(3 credits)  
**Fulfills World Area Course requirement**

**Course Readings:**

William Spencer (ed), *Global Studies: The Middle East*.

Daniel Bates & Amal Rassam (eds.), *Peoples and Cultures of the Middle East*.

Edward W. Said, *Orientalism*.

Lila Abu-Lughod, *Veiled Sentiments: Honor and Poetry in a Bedouin Society*.

**Course Content:**

A consideration of selected problems in the social and cultural life of peoples in the Middle East.

**Method of Evaluation:**

TBA

**Course Presentation:**

TBA

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**Anthropology 322.001/ Archaeology Fieldwork**

Saturday / 9:00 – 12:30 / Hamilton 110

**Instructor: Jakob Crockett**

(3 credits)

**Course Readings:**

Articles and book chapters **TBA**

**Course Content:**

This course is designed as a practical introduction to the process of archaeological research, from formulation of the research design to publication of the final product.

Each Saturday we will explore a different aspect of archaeological data collection, including surveying, excavation, mapping, stratigraphic methods, the Harris matrix system, taking field notes, and artifact analysis. These hands-on exercises will take place in the lab and out in the field.

Research projects can seem daunting. One goal of this course is to take some of the mystery out of doing research by breaking down the research process into manageable steps. Students will use the excavations and materials from the on-going historic period excavations at the Mann-Simons site in downtown Columbia to develop and complete their own archaeology research project. Students will have the freedom to define their own question that is of interest to them and feasible within the time-constraints of the class. At the end of the semester, each student will have a completed piece of original research that contributes to the broader objectives of the Mann-Simons archaeology project as well as current issues in historical archaeology.

**Method and Evaluation:**

There are three expectations for the class. First, of course, you must attend: you can only learn archaeology by doing it. Second, you are required to complete the weekly readings and actively participate in the hands-on exercises. Third, you are required to complete a research project.

**Course Presentation:**

We will meet for three hours each Saturday, although there are days when we will meet for more than three hours, particularly when out in the field.

**Audience:**

Anyone with a desire to understand the practice of archaeology is encouraged to apply. For more information, please contact Jakob Crockett at [jakob.crockett@gmail.com](mailto:jakob.crockett@gmail.com)

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**ANTH 331.001 / Mesoamerican Prehistory**  
Tuesday, Thursday / 9:30 – 10:45 / Hamilton 318  
**Professor: Laura Cahue**  
(3 credits)  
**Cross-listed with LASP 322**  
**Fulfills World Area Course requirement**

**Course Readings:**

*Ancient Mexico & Central America. Archaeology and Culture History.* By Susan Evans.  
Thames and Hudson, 1<sup>st</sup> edition, (2004). ISBN: 0500051275  
Hardcover is cheaper: *Approximately \$44.10 at Amazon.com*  
***STRONGLY SUGGEST YOU ORDER BOOKS FROM AMAZON.COM EARLY to  
make sure you have book at beginning of semester***

**Course Content:**

We will explore the nature and development of several fascinating cultures that developed in various regions of what is now Mexico, and Central America. These include the early Olmec of the Gulf of Mexico, the Teotihuacan urban state in highland central Mexico, the spectacular cities of the Maya, the Zapotec, Toltec and other pre-Aztec peoples. We will close with a close view of the Aztec Triple Alliance of central Mexico, the Tarascan state of west Mexico and the Postclassic Maya in Southern Mexico and Central America. The course will focus on each culture's material remains, etho-historical documents and discussion of current issues or controversies relating to social, political, and economic aspects of descendent populations. Lectures will incorporate a great deal of visual material, including slides, films and exercises with internet pages to illustrate great finds and highlight archaeological interpretations.

**Method of Evaluation:**

The students are expected to attend all lectures and complete all reading assignments before they are scheduled for discussion in lecture. Grades will be based on:

2 midterm exams	70 % (35 % each)
1 <i>CUMMULATIVE</i> final exam	30 %

**Course Presentation:**

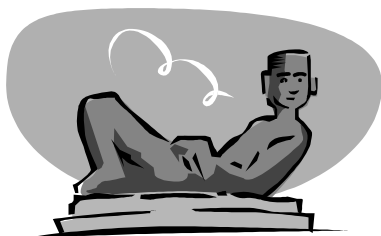
The course will be taught through traditional lectures, and in-class discussion of readings. Students can expect to be asked questions about the previous lectures and reading assignments in class. It is essential that students come to class prepared to answer questions and participate in class discussions.

**Audience:**

Undergraduate students.

**Pre-requisite:**

None



**Anthropology E333.300 / North American Prehistory**

Tuesday, Thursday / 5:30 – 6:45 / Hamilton 201

**Instructor: Chris Judge**

(3 credits)

**Fulfills World Area Course requirement**



**Course Readings:**

Fagan, *Ancient North America* (4<sup>th</sup> Ed.)

**Course Content:**

Prehistoric anthropology in North America from the first arrival of humans through the beginning of European acculturation.

**Method of Evaluation:**

TBA

**Course Presentation:**

TBA

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**Anthropology E352.300 / Anthropology of Magic and Religion**

Monday, Wednesday / 5:30 – 6:45 / Hamilton 318

**Professor: Jon Leader**

(3 credits)



**Course Readings:**

*Primary Texts:*

Dobkin de Rios, Marlene 1984 *Visionary Vine: hallucinogenic healing in the Peruvian Amazon*. Prospect Heights, Illinois: Waveland Press.

Lehman, Arthur C., and James E. Myers, eds. 1997 *Magic, Witchcraft and Religion*. 5th Edition. Palo Alto, California: Mayfield.

*Supporting Text:*

Hutton, Ronald. 2001 *The Triumph of the Moon: a history of modern pagan witchcraft*. Oxford, England: Oxford University Press, Inc.

*Articles and Handouts:*

Additional articles and handouts will be made available on-line.

**Course Content:**

A variety of religious ideas and experiences typical of (but not exclusive to) “non-western” and especially, so-called “primitive religions”: shamanism, possession, witchcraft, symbolic healing, cosmology and pilgrimage; the grammar of myth and ritual.

**Course Presentation:**

Lectures, class discussion, and films

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**ANTH 353.001 / Anthropology of Law and Conflict**

Tuesday, Thursday / 9:30 – 10:45 / Hamilton 101

**Professor: Ann Kingsolver**

(3 credits)



**Course Readings:**

*American Cultural Pluralism and Law*. By Jill Norgren & Serena Nanda (1996).

*Discipline & Punish: The Birth of the Prison*. By Michel Foucault (1977).

*Exploring Law and Culture*. By Dorothy H. Bracey. (2006).

*Violence in War & Peace: An Anthology.* By Nancy Scheper-Hughes & Philippe Bourgeois (2003).

**Course Content:**

This course will provide a forum for considering the cultural (and cross-cultural) aspects of the social contracts implicit and explicit in legal systems. We will consider the institutions through which notions of personhood and “normalcy” are regulated. We will also discuss topics including what constitutes citizenship; states and statelessness; cultural pluralism within states; human rights; and cultural perspectives on violence and conflict resolution.

**Method of Evaluation:**

Students will write weekly reading response papers, worth 30% of the grade. There will be a midterm and a final exam, each worth 20% of the grade. Students will choose one conflict - project related to that conflict situation will be worth 30% of the grade. Participation, including oral presentations, will be worth 20% of the course grade.

**Course Presentation:**

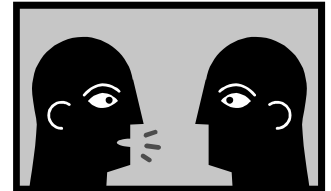
Material in the course will be presented through lectures, small- and large-group discussions, films, and guest lecturers.

**Audience:**

Students are welcome in this course from various disciplinary backgrounds. For those with no anthropological background, there will be a cultural anthropology textbook on reserve.

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**ANTH 355.001 / Language, Culture and Society**  
Monday, Wednesday, Friday / 1:25 – 2:15 / Hamilton 101  
**Professor: Jennifer Reynolds**  
(3 credits)  
**Cross-listed with LING 340**  
**Fulfills Topical Course in Linguistic Anthropology**



**Course Readings:**

Basso, Keith. 1979. *Portraits of "The Whiteman" : linguistic play and cultural symbols among the western Apache.* New York : Cambridge University Press.

Graham, Laura. 1995. *Performing Dreams: Discourses of Immortality Among the Xavante of Central Brazil.* Austin: University of Texas Press.

Zentella, Ana Celia. 1997. *Growing up Bilingual: Puerto Rican Children in New York.* Malden, Massachusetts: Blackwell Publishers, Inc.

Selected journal articles/book chapters posted on Blackboard.

**Course Content:**

Which of the following expressions have you heard before and what do they mean to you?:

“Less talk and more action”;

“The pen is more mighty than the sword”;

“Sticks and stones may break my bones, but names will never harm me”;

“A picture is worth a thousand words”;

“Freedom of speech”;

“Our language is our life.”

*How does each express a particular theory of language?* In this course we will be exploring the relationship between language, culture, and society as it has been theorized and analyzed within the sub-field of linguistic anthropology. Students will learn about how contemporary scholars have conceptualized language as simultaneously a symbolic system, reflecting social reality as well as a system of action, constitutive of social relations. This perspective allows for an examination of a range of issues: (1) The ways that languages differ; (2) Language and cognition; (3) How theories of language are implicated in theories of culture; (5) Language acquisition and socialization; (4) The relationship

**Methods of Evaluation:**

Class preparedness and participation	10%
Field Linguistics Exercises (individual)	10%
Midterm Exam I (in-class)	10%
Transcription Assignment #2 (pairs)	15%
Speech Community Project # 3 (group)	25%
Midterm Exam II (in-class)	10%
Final Essay Exam (take-home)	20%
Total	100%

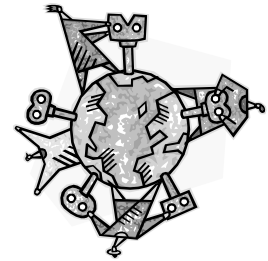
**Course Presentation:**

Class discussion, short lectures, panel debates, student presentations, use of audio/video material, use of Blackboard.

**Audience:**

Undergraduate students, no prerequisite, not limited to anthropology / linguistics.

**ANTH 359.001 / Theories of Culture**  
 Tuesday, Thursday / 12:30 – 1:45 / Hamilton 101  
**Professor: Ann Kingsolver**  
 (3 credits)  
**Fulfills Topical Course in Social Anthropology**

**Course Readings:**

*A Good Book, in Theory: A Guide to Theoretical Thinking.* (2005).  
*AIDS and Accusation: Haiti and the Geography of Blame.* By Paul Farmer (1992).  
*Readings for a History of Anthropological Theory.* Edited by Paul Erickson and Liam Murphy. (2001).  
*Social Theory: The Multicultural & Classic Readings.* Edited by Charles Lemert. (2004).  
*Taking Sides: Clashing Views on Controversial Issues in Cultural Anthropology.* Edited by Welsch & Endicott. (2003).

**Course Content:**

We will discuss theories of culture as projects to understand social life within specific geographical and historical contexts. We will review major themes that anthropologists have puzzled over in the history of the discipline (from the nineteenth to the twenty-first centuries), and major debates in the discipline. One goal of the course is for students to recognize, articulate, critique, and recontextualize theoretical arguments..

**Method of Evaluation:**

The participation grade will constitute 10% of the course grade; students' participation in small- and large-group discussions will be important. Weekly reading response papers will be worth 15% of the grade. There will be two open-book exams, each worth 25%. A final paper and presentation will be worth 25% of the course grade.

**Course Presentation:**

Material will be presented and considered through lecture, discussion, student presentations, and occasionally films.

**Audience:**

Students are strongly encouraged to have taken Anthropology 102 before enrolling in this course. There will be an introductory cultural anthropology textbook on reserve for consultation by those who enroll from other disciplinary backgrounds, and they will be welcome in this course. Students from all four subfields of anthropology with plans for graduate school may find this course particularly useful.

**ANTH 361.001 / Becoming Human**  
Tuesday, Thursday / 11:00 – 12:15 / Hamilton 318  
**Professor: Daniel Buxhoeveden**  
(3 credits)  
**Fulfills Topical Course in Physical Anthropology**



**Course Readings:**

Required:

*Evolutionary Anatomy of the Primate Cerebral Cortex: Falk and Gibson.* Cambridge University Press

Supplemental handouts.

**Course Content:**

The course will first discuss what ‘becoming human’ means from a scientific perspective, built around biological evolution and the emergence of brain and mind. The specific topics discussed entail evolution theory, the nature of scientific knowledge, basic neurobiology, evolution of the brain and mind, and the relationship between selected neurological and psychiatric disorders and brain evolution. The final part of the course will entail a critique of civilization and its affects on the human condition, including a non-biological perspective of what it is to ‘become human.’ The course will seek to demonstrate that brain evolution is relevant to the contemporary human condition in numerous ways.

**Method of Evaluation:**

There will be three exams worth 20% each and a Final worth 40%. No papers are required and there will be no makeup exams except under special circumstances.

**Course Presentation:**

Lectures, PowerPoint, Overheads, Films, student presentations and discussion. Materials will be placed on Blackboard.

**Audience:**

Open.

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**ANTH 542.001 / Archaeological Field Problems: Historical Archaeology Lab Methods**

Monday / 1:25 – 4:00 / Hamilton 110

**Professor: Kenneth Kelly**

(3 Credits Only)



**Course Readings:**

Noel Hume, Ivor (newest ed.) *Artifacts of Colonial America.* University of Pennsylvania Press. (Or current edition)

Deagan, Kathleen (newest ed.). *Artifacts of the Spanish Colonies of Florida and the Caribbean, 1500-1800, Volume 1.* Smithsonian Institution Press.

Brauner, David (newest ed.). *Approaches to Material Culture Research.* Society for Historical Archaeology.

There will be additional readings on reserve in the Anthropology Department.

**Course Content:**

This course is designed to familiarize students with the identification and analysis of a range of historical archaeological materials. Most of what we investigate will

be material culture (artifacts) of European or American production from the past 500 years. In contrast to art-historical approaches or antiquarian perspectives, much of what we will deal with is the mundane, ordinary, and usually broken. Yet these very materials are of crucial importance to archaeologists as chronological indicators and as the basis for the interpretation of behaviors and activities on archaeological sites.

This course will follow a “hands on” format, where students are intimately involved in the identification of a wide range of artifacts, including ceramics, glass, smoking pipes, beads, metal tablewares and tools, and firearms technologies. Several textbooks will be ordered for students, and they are encouraged to purchase them, particularly if they envision a career in archaeology. Additionally, skills such as artifact illustration and photography will be presented.

**Method of Evaluation:**

Students will be evaluated on a series of artifact identification and analysis practica, as well as quizzes and a final exam. All students will complete an in-depth artifact study and presentation (graduate students will complete two), and participate in the ongoing analysis of an archaeological assemblage.

**Course Presentation:**

This class will be an in-class laboratory hands-on course. Expect to work closely with artifact assemblages and your fellow students.

**Audience:**

This class is ideally suited for students who are interested in archaeology and historical archaeology in particular. It provides training to help students enter into the professional world of archaeology. All students who are interested in material culture and the way archaeologists deal with it are welcome, although undergraduate students without any archaeological experience or coursework must consult Dr. Kelly prior to enrolling in the course.

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**ANTH 551.501 / Medical Anthropology: Fieldwork**  
Monday, Wednesday, Friday / 9:05 – 9:55 / Hamilton 318  
**Professor: David Simmons**  
(3 Credits)  
**Cross-listed with HPRE 551**

**Course Readings:**

- \* Russell Bernard (2006) *Research Methods in Anthropology*. Fourth Edition. Alta Mira.
- \* Priscilla Ulin, Elizabeth Robinson, and Elizabeth Tolley (2005) *Qualitative Methods in Public Health*. Jossey Bass.

**Course Content:**

This course introduces students to methods medical anthropologists use in their research, familiarizing students with both the theoretical foundations of qualitative inquiry and the primary methods of data collection and analysis. Particular emphasis will be on the application of observation techniques, field notes, informant interviewing, and secondary data analysis to interpreting differential perceptions of health problem-solving in the community and clinic.



To better accomplish these goals, we will study field methods and experiences through textbooks, class discussion and exercises, movies, and mini-projects throughout the semester.

### Course Objectives:

By the end of this course, students should:

- \* Have an understanding of how to write a research proposal
- \* Know the basics of developing and designing a health-based research project
- \* Have knowledge as to how to collect and record field data
- \* Have an understanding of research ethics
- \* Have an understanding of the potential difficulties (personal, intellectual, and ethical) health researchers may encounter during fieldwork
- \* Have basic knowledge in how to analyze and interpret gathered health data

### Course Requirements and Grading:

1. Reading assignments as scheduled.
2. Participation in class discussion and exercises (20%).
3. Class report (both oral and written) on one of the selected readings (20%).
4. Proposal for research project carried out during semester (20%).
5. Local research carried out during semester and term paper based on research (40%).

As this course has no examinations, students will be graded on the basis of the book report, research project, and final paper based on the research

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### ANTH 561.001 / Human Osteology

Monday, Wednesday / 2:30 – 3:45 / S 104 (Sloan College)

Wednesday Lab / 4:00 – 6:00 / Hamilton 306

**Professor: Laura Cahue**

(4 credits)

**Fulfills Topical Course in Physical Anthropology**

### Course Readings:

NO TEXT BOOK Assigned readings will be on reserve in Thomas Cooper Library and Anthropology Department. Class notes will be VERY important in this course.

### Course Content:

The main objective of this course is for the student to demonstrate an understanding of the processes through which bone tissue develops and the human skeletal system grows. The student will demonstrate knowledge of human skeletal anatomy and will be able to identify fragments of human bone, and determine age at death and sex of human skeletal remains. Students will demonstrate knowledge of osteometric techniques, non-metric osteological data collection and scoring, and data management. Students will also demonstrate knowledge of descriptive statistical analysis of skeletal data. The course requires much time and lab practice and memorization. Difficult course but enjoyable and interesting.

### Method of Evaluation:

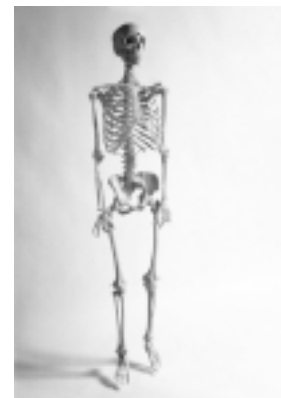
The students are expected to attend all lectures and lab sessions, and complete all reading assignments before they are scheduled for discussion in class/lecture. Grades for will be based on:

#### Undergraduate students

8 UNANNOUNCED cumulative bone quizzes	40 %
5 laboratory reports	10 %
2 mid-term exams	30 %
1 cumulative final exam	20 %

#### Graduate students:

8 UNANNOUNCED cumulative bone quizzes	30 %
5 laboratory reports	10 %



2 midterm exams	20 %
1 cumulative final exam	20 %
1 research paper on approved topic in skeletal biology	20 %

**Course Presentation:**

The course will be taught through traditional lectures, in-class demonstration and practical laboratory study. Open lab hours will be available for students to study on their own, or in groups. Study groups are STRONGLY encouraged.

**Audience:**

Undergraduate and graduate students. MAX OF 15 STUDENTS

**Pre-requisite:**

None. Basic knowledge of biology will be very helpful.

**ANTH 591D.001 / Introduction to the African Diaspora**

Tuesday, Thursday / 11:00 – 12:15 / Hamilton 101

**Professor: Kim Simmons**

(3 credits)

**Course Readings:**

Yelvington (ed.), *Afro-American Dialogues: Anthropology in the Diaspora*.

Walker, Sheila, *African Roots/American Cultures*.

Hine, Darlene Clark & Jacqueline McLeod (eds.), *Crossing Boundaries: Comparative History of Black People in Diaspora*.

**Course Description:**

This course will explore the African Diaspora as a social, cultural, and historical formation with Africa at its center. In particular, we will focus on the formation of African descended communities in the United States, Latin America, and the Caribbean. Within the African Diaspora, Africa is conceptualized as the ancestral “homeland” with slavery, emancipation, and the formation of communities of consciousness as some of its defining characteristics. We will consider the similarities as well as the differences among these communities of African descent. Throughout the semester, we will focus on the social construction of identities, issues of race, gender, and class, peoplehood, the creation of Black ethnic groups, migration, defining social moments, and the emergence of Afro/African-American, Afro-Latin American, and Afro-Caribbean communities and organizations.

**Method of Evaluation:**

Participation & Attendance	10%
Reaction Paper I	10%
Reaction Paper II	10%
Group Discussion Panel (Readings)	15%
Group presentation (Topic)	15%
Midterm exam	20%
Research Project & Presentation	20%



Graduate students will write a review essay instead of the midterm.

**Note:** Extra credit (3 points)

Handouts will be provided for each major assignment. With the exception of the group presentation, all other assignments are based on individual work (refer to the Carolina Creed). Quotes and ideas should be properly referenced with citations to be included in a bibliography. The assignments draw on readings, lectures, and in-class discussions. Thus, regular attendance is imperative.

**Course Presentation:**

We will use a combination of books and articles, as well as lectures, music and films to illuminate the lived experiences in the African Diaspora in a very interactive way. Students will have the opportunity to participate in panel discussions, group presentations, as well as conduct library research leading to their final paper/project on a particular area of interest in the African Diaspora.

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**ANTH 591V.001 (591.002) / Violence & Peace**  
Monday, Wednesday, Friday / 12:20 – 1:10 / Hamilton 318  
**Professor: Terry Weik**  
(3 credits)

**Course Readings:**

Course Packet of readings from books, journal articles, and websites.

**Course Content:**

Human history has been punctuated by periods of both peace and violence. This course explores these two concepts in conjunction and individually. The main goal of this class is to discern patterns and processes of human peace and violence in various contexts: planned events, spontaneous encounters, everyday experiences, or extraordinary phenomena. Another course objective is to help participants understand the factors that lead to conditions of peace and violence. After becoming familiar with issues of causality and ontology, students will consider strategies for obtaining peace and preventing violence. Interdisciplinary perspectives shape the information and knowledge that will be used in classes. However, most discussions will involve at least one of the four fields of anthropology. A range of theoretical approaches will be considered including materialist, ecological, biocultural, historical, and theological. Indigenous worldviews and cosmology will be contrasted with those of the West, in order to support the democratization of the discourse. As a result, the course is both comparative and cross-cultural.

**Method of Evaluation:**

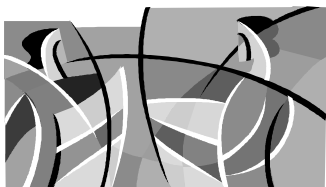
Undergraduate students are graded based on their attendance, performance on a literature analysis (one day from the syllabus), a weekly journal, 3 final paper assignments, and a final paper. Graduate students will be graded based on attendance, two literature analyses, a presentation on a reading, 3 final paper assignments, and a final paper.

**Course Presentation:**

Readings form the basis for most classroom discussions. Films, exercises, presentations, and guest lecturers will also provide material for classes. Students are expected to take an active role in joining and leading discussions.

**Audience:**

This course is a survey of traditional and popular concepts and theories in anthropology and other social sciences. It is open to all students, no matter their major or class level. Undergraduates and graduates will have some differing assignments.



**ANTH 703.001 / Anthropological Inquiry**  
Tuesday, Thursday / 12:30 – 1:45 / HM 302  
**Professor: Janina Fenigsen**  
(3 credits)



**Course Readings:**

P. Erickson & L.D. Murphy (eds.), *Readings for a History of Anthropological Theory*.  
Paul Farmer, *AIDS & Accusation: Haiti and the Geography of Blame*.  
Bruce Knauft, *Genealogies for the Present in Cultural Anthropology*.  
Thomas Barfield (ed.), *The Dictionary of Anthropology*.  
Stuart Sim (ed.), *The Routledge Companion to Post-Modernism*.  
Aihwa Ong & Stephen J. Collier (eds.), *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*.

**Course Content:**

This is an overview of anthropological inquiry—the kinds of questions anthropologists have asked, in the four subfields and during a century and a half of study, and also how they have gone about addressing those questions (individually and collectively). There is a particular focus in this course on questions related to human equality.

**Evaluation:**

Students will look at how theory and practice are related in anthropological inquiry. They will facilitate discussions and work in interest groups to present material. There will be 1-page response papers due in each class and there will be three 5-page papers and one 10-page paper due. The assignments involve learning professional skills as well as the course material.

**Audience:**

This course is designed for those students for whom it is required—all those entering the MA program in anthropology. It is not restricted to those students, however; graduate students from other programs will be welcome.

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**ANTH 712.001 / Thesis Skills Seminar**  
Tuesday / 2:00 – 3:15 / Hamilton 302  
**Professor: Gail Wagner**  
(1 credit)



**Course Readings:**

Articles and theses assigned in class

**Course Content:**

Students in this course learn how to write a Masters thesis, follow a professional writing style guide, and cite references. Other course goals include: enhance library and research skills; enhance writing skills; and practice composing tables/figures and citing them properly. Students will be expected to communicate with their thesis committee and complete/update bureaucratic paperwork.

**Method of Evaluation:**

Grade is based upon whether or not student writes all or most of the first chapter of their thesis. Little or no writing results in a failing grade, as does non-attendance of class. Writing or research assignments are due weekly

**Course Presentation:**

Seminar format that includes hands-on how-to sessions. Students are encouraged to peer- and self-evaluate.

**Audience:**

Required for second-year graduate students in Anthropology who are beginning their theses. Also, graduate students who are beyond their second year but have not yet completed their thesis are strongly encouraged to repeat this course.

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**ANTH 720.001 / Development of Anthropological Archaeology**

Tuesday, Thursday / 11:00 – 12:15 / Hamilton 302

**Professor: Joanna Casey**

(3 credits)

**Course Readings:**

*A History of Archaeological Thought.* By B. G. Trigger. (1989) London: Cambridge University Press.  
(*Students should read this text before the class starts*)

*From Stonehenge to Las Vegas.* By Cornelius Holtorf. (2005)

Required weekly readings will be available in a course packet.

**Optional Readings:**

*Archaeological Theory: An Introduction.* By Matthew Johnson. (1999) Oxford: Blackwell

*Archaeological Theory Today.* Edited by Ian Hodder. (1999) Cambridge: Polity

**Course Content:**

The first part of this course explores the history of archaeological thought from its earliest beginnings when people first started to ponder the question of human antiquity to the most recent trends in modern archaeology. In the second half of the course we will look at specific topics to examine theory building in contemporary archaeology.

**Course Evaluation:**

Participation, discussion, weekly presentations	20%
Papers (3x10%)	30%
Presentation and Paper	35%
Final Exam	15%



**ANTH 772.001 / Gender and Culture:  
Gender, Migration & Families**  
Tuesdays / 5:30 – 8:10 / Hamilton 302  
**Professor: Alice Kasakoff**  
(3 Credits)  
**Cross-listed with WOST 772**



**Course Readings:**

Ehrenreich, B and A. Hochschild eds. 2003 eds. *Global Women: Nannies, Maids and Sex Workers in the New Economy*. New York: Metropolitan Books.

Hondagneu-Sotelo, Pierrette ed. 2003 *Gender and U.S. Immigration: Contemporary Trends*. Berkeley: University of California Press.

Constable, Nocole, *Maid to Order in Hong Kong: Stories of Filipina Workers*.

Foner, Nancy, *In a New Land: A Comparative View of Immigration*.

**Course Content:**

An interdisciplinary approach combining women's studies, sociology, anthropology, and history.

Topics: Theoretical approaches to gender and migration; domestic work and migration: then and now; role of women in intergenerational family trajectories and social mobility; effects of migration on kin networks.

**Course Presentation:**

We will read one ethnography on gender and migration together (to be announced) so students can become familiar with the ethnographic approach. Then each person will choose a migration stream on which to concentrate for the rest of the class. This can be past or present, internal or international.

Students will write several short papers focusing on the migration stream they have chosen:

On statistics: why do men or women migrate in different numbers in different streams? You will learn how to find and use census data and other statistics.

On the economic basis of migration: how does the economic niche of migrants affect gender roles and families? You will study the classic economic theories of migration.

On history: how is the particular migration stream you are studying a product of particular historical conditions? Why did it start and will it continue?

On representation: how is this migration stream represented in media to different audiences?

**Method of Evaluation:**

The short papers will culminate in a final paper or research proposal on one particular issue. There will also be a take-home essay midterm and final covering the common readings.

Class discussion and participation is expected.

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**ANTH 791T.001 / Practicum (to accompany teaching ANTH 101)**  
**To Be Arranged / Hamilton 317**  
**Professor: Ken Kelly**  
(3 credits)



**Course Readings:**

The course readings will include the texts that the students will be using in leading the discussion sections for ANTH 101, and three additional texts that address a range of pedagogical issues in anthropology. In addition, readings will be placed on reserve as students express the need for further reading on specific topics. The required textbooks are:

Feder, Kenneth L., and Michael Alan Park 2001. *Human Antiquity: An Introduction to Physical Anthropology and Archaeology (4th ed.)* Mountain View, CA, Mayfield Publishing.

Rice, Patricia C., and David W. McCurdy 2002. *Strategies in Teaching Anthropology (2<sup>nd</sup> ed.)* Upper Sadler River, NJ, Prentice Hall Publishing.

Bender, Susan J., and George S. Smith 2000. *Teaching Archaeology in the Twenty-First Century*. Washington, DC, The Society for American Archaeology.

Kottak, C.P., J.J. White, R.H. Furlow, and P.C. Rice 1997. *The Teaching of Anthropology: Problems, Issues, and Decisions*. Mountain View, CA, Mayfield Publishing.

**Course Description:**

This course uses the context of leading discussion sections for ANTH 101 to introduce and explore issues relating to teaching Biological Anthropology and Archaeology to undergraduate university students. Pedagogical issues ranging from the complexities of teaching evolutionary theory, to the ethics and proper treatment of captive primates, to the social, cultural, political and ethical issues surrounding the study of human remains will be discussed during the weekly meetings of the class. A further key element of the course will be the planning and execution of lessons, negotiating the complexities of quiz and examination design and grading, and the exploration of different philosophies of teaching.

The goal of this course is to strengthen graduate student's understanding of how to communicate basic biological anthropology and archaeology concepts in the classroom. The class to which this is linked (ANTH 101), will provide a broad introduction to Biological Anthropology and Human Evolution. The course is divided into four main sections; 1) evolution and genetics, 2) non-human primates, 3) the origin of modern humans through the study of the fossil record, and 4) a brief review of the prehistory of modern humans. It is structured as a combination of lectures, films, discussion sections, and in-class and take home projects. The weekly discussion sections are led by the graduate students enrolled in this course (ANTH 791) the teaching practicum. The Teaching Assistants for the ANTH 101 will meet weekly with the instructor of the course to discuss teaching in theory and practice.

## Course Objectives and Requirements

Because the students enrolled in the teaching practicum will have weekly responsibilities in the classroom for which this course will prepare them, attendance is mandatory. The writing requirements for the course will be 1) planning and maintaining a portfolio of weekly lesson plans along with annotations or notes that discuss what worked well, and what aspects may need to be improved, 2) mid-semester unofficial evaluations, 3) peer review of teaching, and 4) a weekly journal which includes entries on the readings for ANTH 791 and on teaching experiences and questions to be discussed in the teaching practicum. These documents are intended to be of use to the students in their future teaching experiences.

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### **ANTH 791T.002 / Teaching Practicum (to accompany teaching ANTH 102) To Be Arranged / Hamilton 317 Professor: David Simmons**

#### **Course Readings:**

The course readings will include the texts that the students will use in leading discussion sections for ANTH 102, and two additional texts which addresses specifically a range of pedagogical issues in anthropology. In addition, readings will be placed on reserve as students express the need for further reading on specific topics (e.g., ensuring equity in classroom discussions). The required textbooks will include:

Haviland, William A., and Robert J. Gordon (1966) *Talking About People: Readings in Contemporary Cultural Anthropology*. Mountain View, CA: Mayfield Publishing Co.

Kottak, Conrad Phillip, Jane J. White, Richard H. Furlow, and Patricia C. Rice, eds. (1997) *The Teaching of Anthropology: Problems, Issues, and Decisions*. Mountain View, CA: Mayfield Publishing Co.

Rice, Patricia C., and David W. McCurdy, eds. (2000) *Strategies in Teaching Anthropology*. Upper Saddle River, NJ: Prentice Hall.

Schultz, Emily A., and Robert H. Lavenda (1998) *Cultural Anthropology: A Perspective on the Human Condition (Fourth Edition)*. Mountain View, CA: Mayfield Publishing Co.

#### **Course Description:**

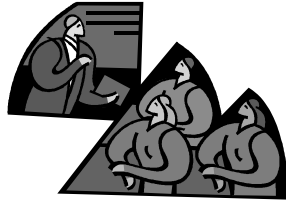
Participants in this one-hour course will discuss the concepts presented in the introductory cultural and linguistic anthropology in the context of their understanding of the discipline as graduate students. In addition, they will discuss pedagogical issues ranging from the teaching of writing (related to the Teaching Assistants' responsibility for commenting on paper drafts) to the ethics of representation (related to the Teaching Assistants' leadership role in discussion of ethnographic films).

The goal of the course is to strengthen graduate students' understanding of how to communicate basic cultural and linguistic concepts in the classroom. The format of the course to which this is linked, ANTH 102, in a combination of lectures, films, and large-group discussions led by the instructor and weekly discussion sections of no more than twenty-five students led by the graduate students enrolled in this course, the teaching practicum. The Teaching Assistant for ANTH 102 will meet weekly with the instructor of the course to discuss pedagogical issues in principle and in practice.

#### **Course Requirements:**

Because the students enrolled in this teaching practicum will have weekly responsibilities in the classroom for which this course will prepare them, attendance is mandatory. If a class meeting must be missed, arrangements must be made to meet with the instructor at some other time to discuss the course material.

The writing requirements for this course are (1) a weekly journal which includes entries on the readings for ANTH 791T and on teaching experiences and questions to be discussed in the teaching practicum and (2) a 10-page final paper summarizing the student's approach to pedagogy and perceived challenges (and proposed solutions) in teaching anthropology. These documents are intended to be of use to the students in the future.





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