

# Anthropology Spring 2019 Course Offerings

## A122 Interpersonal Communication

Jennifer Robinson

We study communication, culture, identity, and power—how people use everyday conversation to create the world they live in. We look across cultures at communicative practices. We examine everyday language used by IU students, including slang, verbal play, gendered and academic languages. Students do original ethnographic research. GenEd; S&H; DiversityUS

## A200 Bike Racing, Doping and International Sport

Brian Gilley

In recent years the international sport of bike racing has come under scrutiny for the ubiquity of performance enhancing drugs. However, doping is only one aspect of a 130 year cultural history of bike racing which has been used to further political agendas, challenge racism and as a tool of colonialism. This course will examine the cultures and institutions of professional bike racing from its early beginnings through its attempt to recover from the Lance Armstrong scandal in 2013. The course will primarily focus on Western Europe, but will also include material on the United States and Latin America. Students will be able to see the ways cyclesport is a culture unto itself but also reflects specific national cultures and embodies historic moments.

## A200 Archaeology Discoveries in China

Ling-yu Hung

Do you know that the Terracotta Army was originally colorfully painted? Do you know that so far the worlds' oldest pottery (c. 20000 years ago), oldest wine (9000 years ago), and oldest noodles (4000 years ago) are all found in China? Every once a while, an amazing discovery or interesting debate of archaeology in China attracts our attention. With its very deep history, archaeology has opened a wide window into the ancient Chinese civilization and the China before China. This course presents some of the greatest archaeology discoveries in China. We will learn about stories of excavations, discoveries of sites, and artifacts through published data and the instructor's first-hand information and images. Students of archaeology and other disciplines are all welcome to take this course.

## A208/E346 Sex, Drugs, and Rock n Roll

Shane Greene

Do you feel like a punk? Do you wonder what an 'ethical slut' is? Are hallucinogens illegal because they open the mind and somebody prefers to leave it closed? In short: Are you interested in the subversive culture that surrounds Sex, Drugs, and Rock-n-Roll? If so, you should take this course. In it we try to answer these and other provocative questions by proposing to take them on as legitimate academic inquiry. First, we introduce ourselves to various theoretical perspectives that shed light on the reasons for and inherent contradictions within forms of cultural expression and social practice that claim to be subversive but often run the risk of "selling out." Second, we divide the remainder of the course into three broad sections - (1) Sex (2) Drugs and (3) Rock-n-Roll – in order to examine in detail particular

kinds of subversive subcultures in their cultural and historical context. This includes various edgy rock subcultures like punk, extreme metal, rave, and goth. It also includes expressive subcultures that grow up around illicit substances (i.e. club cultures/hallucinogenic subcultures) and anti-normative sexual practices like modern polygamy/polyamory, homosexuality, alternatives to mainstream pornography, and BDSM.

### [A211 The Genetic Science of CSI](#)

[Frederika Kaestle](#)

This course focuses on the use of DNA for forensic investigation. Topics covered include standard human identification, non-standard genetic markers, prediction of appearance and race, animal/plant/microbial DNA analysis, accuracy and misuse of methods, DNA-based exoneration, ethical and social implications, the future of forensic genetics. No prior knowledge of genetics assumed.

### [A306/506 Anthropological Statistics](#)

[Virginia Vitzthum](#)

Fundamentals of univariate and bivariate statistics, construction and interpretation of graphs, and computer-assisted data analysis. Both statistical methodology and theory will be emphasized as well as computer literacy.

### [A410 Capstone Seminar: Identity & Difference](#)

[Jane Goodman](#)

This course examines the social, imaginative, and epistemological work entailed in constructing and maintaining difference. Cross-cultural and comparative in scope, the course features ethnographic and historical case studies from colonial empires to contemporary conditions of neoliberalism. Readings focus on how formations of othering are made to appear natural and convincing.

### [A622 Advanced Pedagogy](#)

[Jennifer Robinson](#)

This advanced seminar in college pedagogy invites graduate students from across campus to collaborate on an investigation into theories of knowledge and power as they apply to higher education. It engages with the current public and practitioner debates about the purpose of higher education, the character of that experience, and the responsibilities and identities of the people participating in its many roles. Our exploration will open to scrutiny both intentional and tacit instances — practices, structures, rhetoric, popular representations, technological mediations, and other artifacts — that make academic culture available for study.

### [B200 Introduction to Bio-anthropology](#)

[Andrea Wiley](#)

ANTH B200 introduces biological anthropology, a field that is concerned with biological variation among contemporary humans, the place of humans in the natural world, and the evolutionary history of our species, *Homo sapiens*. It considers the question of what it means to be a human from a biological and scientific perspective. Diverse approaches and data are needed to answer this question. Biological anthropologists study genetics, the fossil record of human evolution, non-human primates (the order of mammals to which humans are most closely related), and the biology of contemporary human populations. All of these are linked by evolutionary theory, which provides us with a way of

understanding how and why human populations vary and how and why our species and its ancestors have changed over time. Evolutionary theory stresses the importance of the environment as the driving force that leads to biological change, and thus we will focus on human adaptations, both those that characterize *Homo sapiens*, and those that contribute to human biological variation.

## B260 Biocultural Medical Anthropology

### Andrea Wiley

A survey of health and disease from a biocultural perspective, which incorporates the evolutionary, ecological, and sociocultural context of health and disease to answer such questions as why we get sick and why there is population variation in the risk of becoming sick. Topics include reproductive, infectious, and chronic diseases.

## B343/543 Evolution of Human Ecological Footprint

### Michael Wasserman

The current environmental crisis did not begin overnight and likely has roots deep in our evolutionary history. Although the scale of our effects on the biosphere has only recently shown exponential growth, it is worth examining how we got to this point today. This course explores a series of threshold moments in the history of our species that had great implications for the environment.

## B400/600 Evolution of Human Cognition

### Tom Schoenemann

This seminar will explore questions surrounding the origin and evolution of important aspects of human cognition and behavior. Theoretical perspectives that apply an evolutionary perspective to understanding human behavior will be discussed and critically evaluated. These have historically been controversial, as have the research programs that they inspire. This class will explore how evolutionary perspectives have informed an understanding of where our behavior comes from, why we behave the way we do, and to what extent our behavior is or has been modifiable. We will also discuss what this research might mean, if anything, for society. Topics to be addressed will include: the history of attempts to apply an evolutionary perspective to human behavior, the concept of inclusive fitness, evolutionary models of altruism, human sexual behavior and mating strategies from an evolutionary perspective, modularity in cognition, mental disease from an evolutionary perspective, human brain evolution and evolutionary models used to explain it (e.g., language, sociality, dietary shifts, and other behavioral adaptations), archaeological evidence of human behavioral evolution, the importance of cultural evolution, and the complex interplay between evolved predispositions and learned behavior over evolutionary time. We will also explore the ideas of emergence and “complex adaptive systems” as applied to human behavior. Participants will have the opportunity to take an active role in influencing the direction of the seminar towards areas of their particular interest. The goal of the seminar will be to integrate research from many fields of inquiry. There are no prerequisites, other than an interest in understanding evolutionary perspectives on human behavior. The course is limited to graduate students and upper level undergraduates, or permission from the instructor.

## B368/568 The Evolution of Primate Social Behavior

Kevin Hunt

This class will cover the variety of primate social organizations, parsing societies into 5 basic systems. Students will learn that nonhuman primates vary from solitary, positively antisocial species to animals that gather in groups of up to 300. We will learn both the theoretical underpinnings of primate social behavior and the evolutionary forces that select for sociality.

## B370 Human Variation

Frederika Kaestle

This course explores human variation in anatomy, physiology, genetics, and behavior with a focus on how evolutionary processes have shaped this variation. Examples of traits discussed include skin color, blood type, taste sensitivity, hemoglobin type, body proportions, BMI, growth patterns, sex differences, IQ, personality, aggression, sexual orientation, and gender.

## B500 Proseminar (Evolutionary Theory)

Virginia Vitzthum

Human evolution from the standpoint of an interaction of biological, ecological, and sociocultural factors. Survey of bioanthropology from historical, systematic, and applied viewpoints; emphasis on changing content, concepts, methods, and organization of the science.

## E101 Sustainability and Society

Eduardo Brondizio

The course is organized according to three overarching learning goals. First, to understand the history of the sustainability concept and the challenges of defining it from local to global scales; what social and cultural values people associate with sustainability? Second, to understand the inter-linked nature of local and global challenges of sustainability – how societies are contributing to global environmental and climate change, and the political and economic implications of sustainability, including how natural resources are used and distributed, patterns in environmental conflicts and injustices, and how people and societies are finding ways to confront the challenges of sustainability.

How individual actions, social movements, and international conventions have evolved to deal with environmental problems. Third, to understand how individual behavior, population growth, and changing consumption patterns are impacting the environment, and how are societies responding to environmental problems. Critically examine how different social and cultural notions of wellbeing and progress, the way we ‘measure’ them, the political decisions they involve, and the challenges of meeting the 2030 UN Sustainable Development Goals (SDGs).

## E200 Intro to Social and Cultural Anthropology

Marvin Sterling

The course explores the classic and contemporary issues, theoretical concerns and methodological approaches that have shaped sociocultural anthropology as a discipline.

## E251 Post-Taliban Afghanistan and Future of Global War of Terror

Nazif Shahrani

The course explores the causes and consequences of terrorist attacks on September 11, 2001 aimed at targets within the United States prompted the "War on Global Terror" against the Taliban controlled Afghanistan. Why the attacks on New York City, Pentagon and Pennsylvania? Who did it and Why? Why and how did Afghanistan become a Global Terrorism Inc.? How has terrorism been conceptualized and explained by the government officials, academics and media experts in the U.S. and why? Why has the "War on Terrorism", so far, NOT worked? Or has it? What are some alternative approaches/solutions to the problem of terrorism which have not been considered and why? This course will critically examine, from anthropological perspective, these and related questions by focusing on the history, society, economy and political culture of Afghanistan.

## E300 Photography And Ethnography

Beth Buggenhagen

Intensive Writing Section

Case A&H credit

In this course we will explore the place of photography in Anthropology, as primary data, as documentation for colonial projects, evidence of fieldwork, as material objects for museum exhibitions, and as works of art. We will discuss the relationship between photography and truth, art photography, ethnographic documentation, and the social and ethical practice of taking pictures. The course emphasizes visual as well as textual approaches to the material; and will include a variety of media including literature, films, Internet sites, exhibitions, and photography with the aim of learning to think critically about the media of representation and communication.

## E300 Food, Culture, & Taste In Italy

Brian Gilley

In Italy food is tied to every other aspect of life: family, religion, community, environment and work. Food's importance in Italian culture has a long history which resides in several key ingredients and traditions. We will explore Italian food culture-history and cultural practices through cooking, visiting artisans and studying the history of Italian food. This course covers changes in the food system in Italy brought on by migration, environment and globalization as well.

## E300 Photography and Ethnography IW

Beth Buggenhagen

In this course we will explore the place of photography in anthropology, as primary data, as documentation for colonial projects, evidence of fieldwork, as material objects for museum exhibitions, and as works of art. We will discuss the relationship between photography and truth, art photography, ethnographic documentation, and the social and ethical practice of taking pictures. The course emphasizes visual as well as textual approaches to the material; and will include a variety of media including literature, films, Internet sites, exhibitions, and photography with the aim of learning to think critically about the media of representation and communication. CASE A&H IW

## E321 People of Mexico

Anya Peterson Royce

Mexico City is the second biggest city in the world with more than 21 million

people. Before the Spanish came, Mexico was home to three of the world's greatest civilizations—the Maya, the Aztec, and the Zapotec, about 25 million people living in cities and rural areas, with vast trade networks, arts, astronomy and mathematics, religions, laws, courts and judges. We will learn about Mexico's people—who they are, what they do, what their dreams are. We will learn about the lives of urban Mexicans, its indigenous peoples, the campesinos. We will follow the stories of people seeking justice and land, examine the realities of immigration and its effect on people of the United States and Mexico. Stories of ingenuity, of change and continuity, of family and community, of becoming an active partner in globalization while recognizing ancient roots—this is contemporary Mexico.

## E338/609 Stigma: Culture, Identity, & the Abject (A & H)

Susan Seizer

Stigma theory speaks broadly to the nature of the social relationships that create marked categories of persons. Examines both theory and particular cases of stigmatized persons and groups with an aim toward identifying historically effective strategies for combating stigmas of race, class, gender, sexuality, and physical ability.

## E366 Sustainable Trade & Culture

Sarah Osterhoudt

Increasingly, consumers are faced with a range of labels and certifications as they make their buying choices: from organic fruit, to Fair Trade chocolate, to Shade grown coffee. This course considers the complex connections between "sustainable" trade and culture, especially for agricultural commodities. Drawing from work in anthropology and real-world case studies, we ask: What is the "right" way to farm, to trade, and to eat? Who decides, and why?

## E398/E600 Peoples and Cultures of Central Asia

Nazif Shahrani

A general anthropological introduction to the societies and cultures of the contemporary Muslim successor states of former Soviet Central Asia and the adjacent areas of Iran and Afghanistan --i.e., western Turkistan. Topics include ecology, ethnohistory and the structure of traditional subsistence strategies; social institutions ; and the assessment of socio-economic change and political transformations experienced under the colonial rules of tsarist and Soviet Russia, and the modern nation states of Iran and Afghanistan. The consequences of the collapse of the former USSR, more recently war on terrorism, volatile sociopolitical conditions and future prospects for the peoples of this region will be also critically examined. No special knowledge of the region on the part of students is presumed.

## E400 Fashion, Beauty, Power

Beth Buggenhagen

Why and how do we buy, make, and circulate cloth and clothing and why does it matter? We will follow debates about clothing, fashion, and anti-fashion in a global context. We will consider the relationship between ideas about the body and self-presentation and ideas about gender, family, race and national consciousness. Fall 18 will focus on global fashion, especially Muslim and African fashion as well as fashion blogging globally.

We will practice academic and creative writing, and we will create our own fashion blogs combining visual materials and written text.

We will meet in the Mathers Museum and will have the opportunity to explore its textile collection and learn how to think and write through these objects. We will use the Mathers Museum exhibitions in our coursework. A & H, IW

## E400/600 Humor in Use

Susan Seizer

This seminar begins from the premise that humor is a good site for the study of culture. We will look at a variety of cultural contexts for humor, from staged public performance to private joking, and be primarily concerned with the many and varied social uses to which humor is put. One specific focus this spring will be the world of stand-up comedy and the increasing role of comedians as public critics and cultural pundits. Standup is increasingly being taken up by comics from countries other than the U.S., and we will consider comedic voices from India, the U.K., Egypt, and Bali among others.

While grounded in humor theory, we will also explore how our understanding of theoretical models changes when we consider making comedy ourselves (yes, we will!). Our springboard for the study of theories of gendered humor will be Freud's *Jokes and Their Relation to the Unconscious*. In studying Freud's paradigm in relation to other theoretical models, and updating these with our own, our aim is to recognize the role of cultural knowledge and cultural literacy in what we find funny.

## E422 Native American Film and Media

Susan Lepselter

This class explores the poetics and politics of mediated communication in Native American and other Indigenous groups around the globe. We will consider both dominant groups' representations of Native people, and Native responses to those representations. We also look at the performance of Indigenous experience and identity in a range of media, including film, books and the Internet. We explore both the artistic and the politically strategic levels of these mediated works to help us understand the ways Indigenous people make use of multiple mediated venues to build community, critique society, and express individual viewpoints. We will explore the effects of both sadness and comedy.

## E432 Cultures of Democracy

Ilana Gershon

This country is now seen as split between two distinct political worldviews. To be a Democrat or to be a Republican is to take a stand on four ethnographic and philosophical questions central to democracy. What does democratic representation involve? How does a nation become democratic? What is a government's obligations to its citizens? And lastly, what are a citizen's obligations to their nation – what constitutes a model citizen?

In this course, we are going to address all three questions from an ethnographic perspective, exploring the cultural assumptions that underlie different countries' answers to these questions. We will explore how and when culture matters, asking whether democracy in Chile can ever be same as democracy in Uganda or in the United States. In addition, we will examine how people discuss politics in the United States to look at what is American about politics here, paying particular attention to the assumptions inherent in public accounts of democracy in media, polling, congressional hearings, and so on.

## E421/621 Food and Culture (S & H)

Jennifer Robinson

ANTH-E 421 Food and Culture (3 cr.) S & H Discussion of the economy of food production, trade and consumption on a global basis. Gives a cross-cultural and historical perspective on the development of cooking and cuisine in relationship to individual, national, and ethnic identity. Relates cuisine to modernity, migration, and forms of cultural mixing and Creolization.

## E437 Power & Violence

Jane Goodman

Different political systems are founded and maintained by varying combinations of overt violence and more subtle workings of ideas and ideologies. Through cross-cultural case studies, the course examines how coercion, persuasion, consensus, and dissent operate in and through the politics and performances of everyday life.

## E438 Communication in the Digital Age

Ilana Gershon

Examines the everyday issues surrounding public speech in new media: how people establish appropriate behavior in new media and respond to new possibilities for deceptive behavior; how ideas of what counts as 'public' and 'private' change as the result of changes in the way communication circulates; why scholars believe public speech and democracy are so intertwined.

## E500 Proseminar in Sociocultural Anthropology

Sara Friedman

This required course for sociocultural graduate students examines contemporary theories and practices in anthropology and cognate disciplines. The class investigates the relationships among theory, ethnographic practice, and historical context. It asks how key approaches have shaped the direction of our discipline and its impact on the world.

## E593 World Fiction and Cultural Anthropology

Marvin Sterling

This seminar links literature and anthropology as means of understanding culture. Ethnographic writing and world fiction – novels, short stories, poems, myths, folktales – are compared for what they reveal about the social, cultural and political lives of peoples around the world.

## E600 Research Design and Proposal Writing

Eduardo Brondizio

Meets with P502, taught by Stacie King

### Course Goals

1. Students will prepare a competitive research proposal that can be submitted to an agency or foundation for doctoral dissertation research. To do so, students will compose multiple drafts of each of the relevant sections of a grant proposal for submission, review, and resubmission on a weekly basis.
2. Students will become familiar with major funding agencies, and their diverse ways of announcing funding opportunities, and the procedures and style of submission that are unique to some of the major ones.
3. Students will learn about problem-oriented research, how to frame a research question, selecting appropriate sampling strategies, how to create and manage data, and how to operationalize a research strategy. Student will understand how social scientists reconcile their traditional methods of site-specific research with the demands placed upon them by agendas that expect research to have broader significance. Using student proposals as examples, the course reviews the methodologies used by anthropologists, including especially social-cultural anthropologists and archaeologists.
4. Students will understand how review panels are constituted, how the review process works, and how to engage in the process of revise and resubmit in order to be responsive to reviewers and address limitations of submitted proposals and constantly improve them.
5. Students will become familiar with IU administrative offices and resources related to grant preparation and grant management, and will understand the process of human subject's approval and proposal management.

## E606 Research Methods

### Shane Greene

This graduate level course explores fundamental issues and approaches in ethnographic field research. We will examine the basic concept of doing ethnography, some of its critiques, and ethical issues surrounding it. We will then move on to more practical exercises and assignments in order to think through various techniques qualitative ethnographers routinely employ. I don't really do numbers so you'll have to learn those somewhere else.

Throughout the semester students will carry out practically oriented research exercises designed to introduce them to the realities of operationalizing these methodological principles and to promote both practical and intellectual reflection on the dilemmas that arise by actually "doing" fieldwork. Talking about it endlessly, without doing it, is pretty pointless.

## E646 Ethnographies of Democracy

### Ilana Gershon

Ethnographies of Democracy is a course designed to help students analyze the cultural foundations of democracy. The central theme will be the cultural dilemmas involved in exporting democracy. The course relies on ethnographic case studies of legislatures, voting, polling, civil society and other elements democracy theorists have argued are crucial for democracies to succeed. We analyze how these democratic practices presuppose certain forms of social organization, and explore the consequences of introducing these practices into communities organized differently. The goals of this course are twofold. First, students learn to think in detail about the practices that support or are implied by democratic values. Second, students also develop a complex understanding of how social hierarchies and political organization affect what political strategies are possible. Readings include: Benedict Anderson, Wendy Brown, Michel Foucault, James Scott, and ethnographic case studies of democracy around the world.

## E674 The Anthropology of Human Rights

### Marvin Sterling

Cultural anthropologists have been increasingly engaged in dialogue over the relationship between "universal" human rights and "cultural relativist" respect for local culture. Framed in these terms, "The Anthropology of Human Rights" investigates the discipline's theoretical and practical engagements with global social justice. The course examines a number of documents and theoretical texts central to the development of the notion of human rights. In light of these works, it explores several case studies oriented around such historical and contemporary human rights issues as colonialism and imperialism; refugees' experiences; indigenous peoples, children's and women's rights; genocide; and development and corporate transnationalism. The course incorporates journalistic, documentary, and other resources to inform discussion of assigned readings.

## L200 Language & Culture

Daniel Suslak

An introduction to the social scientific study of language. In it we examine the basic principles of language structure and communication, how language relates to culture and thought, and how linguistic variation both reflects and helps to shape social categories such as gender, class, race, and ethnicity.

## L204 Language and (In)Tolerance in the US

Philip LeSourd

This course explores the roles that perceptions of linguistic differences among groups and individuals play in intolerant behavior on the part of some segments of American society, and the corresponding roles that a genuine understanding of these differences can play in promoting tolerance and guiding responses to intolerance.

## L222 Global Communication

Ilana Gershon/Kathryn Graber

Nothing happens in modern life without communicating. Interaction through communicative practices is a central feature of any form of social or cultural organization. All of life's key social institutions – law, health care, education, religion – depend on, and are constituted by, the practice of speaking in fundamental ways. This course explores how to understand communication through a cultural lens. We begin the course by looking at basic issues in communication: the communicative event, the creation of meaning, the relation of communication to community, and the political and economic structures that channel people's experience of meaning.

Not all communicative practices are the same or equally effective in all cultures. In this course, we look at the cultural assumptions around the world that underlie why some communicative acts occur smoothly, and others become contentious. Students will have a set of analytical tools for understanding the cultural specificity of communication, and a basis for analyzing miscommunication cross-culturally.

## L340 or L350 Language & Globalization

Kathryn Graber

Over the past twenty years, globalization has become a central topic of discussion in social, economic, and political theory. It has become a touchstone for activists and political pundits, and decision-makers point to it as a reason to reform all kinds of institutions, from schools, militaries, and financial markets to Indiana University. But why did globalization so suddenly come to the fore? What is it specifically, in the 21st century that people feel to be different about their place in the world? Is the world indeed becoming smaller, more interconnected, and more the same? Or are global processes and flows simply extensions of earlier historical processes? How might increasing cultural contact produce new differences as well as similarities? This course explores globalization through the lens of language. Topics covered include the political economy of cultural and linguistic contact, the concept of a "global village," transnational mediascapes, translation, assimilation, multilingualism and cosmopolitanism, super diversity, "killer languages," and global discourses of democracy, diversity, and minority rights. We will examine the global spread of hip-hop and the declining use of "small languages" in distant parts of

Papua New Guinea and Belize, as well as the rapid growth of new varieties of English that you may not even recognize as “your” language. We will read some foundational texts from social and linguistic theorists, alongside creative fiction and nonfiction accounts of grappling with linguistic and cultural difference and displacement. We will consider the cultural and linguistic consequences of migration, especially concentrated migration to megacities like New York, Moscow, and Beijing. Along the way, we will engage key themes in linguistic and sociocultural anthropology.

### [L400/600 Topical Seminar in the Ethnography of Communication](#)

[Philip LeSourd](#)

It is now generally agreed that half of the world’s 6,000 languages will go out of use by the end of the present century. This course investigates the social and cultural conditions that lead to language shift and explores what can be done to maintain and revitalize threatened minority and indigenous languages.

### [L500 Proseminar on Language and Culture](#)

[Kathryn Graber](#)

This graduate-level seminar is an intensive introduction to the anthropological study of language. In it we examine language as a cultural system and speech as a socially embedded communicative practice through which social relations and cultural forms are constituted. We pay particular attention to the key concepts of text and context. What exactly is a text? What do we really mean when we talk about sociocultural context or when we claim to be contextualizing ethnographic knowledge? Other topics include the relation of language to other sign systems, speech acts and performativity, speech genres, ritual language, oratory, language and politics, and ideologies of language. This seminar has several goals: (1) to help you develop a critical awareness of the place of language in the constitution of social relations; (2) to provide you with a comprehensive understanding of theory and practice in the field of linguistic anthropology; and (3) to provide the resources you will need to understand and evaluate contemporary research in this field.

### [P200 Intro to Archaeology](#)

[Susan Alt](#)

For most of human existence, there were no written texts. In order to understand this major part of the human past, archaeologists learn to “read” history by examining material remains and combining a variety of techniques, methodologies and theories. Through an examination of important archaeological places around the world we will review those methodologies as well as explore what kind of knowledge archaeologists can generate. We will investigate how archaeological methods and theories help us answer questions like: how pyramids and mummies help us understand Egyptian religion, how we know where the Vikings sailed; what Stonehenge had to do with ancient ideas about life and death, or why human sacrifice was practiced around the world. We will also consider the role the present plays in understanding the past, and alternately, how the past informs the present. Our textbook, “Strung Out on Archaeology” will take us through archaeological principles using, Mardi Gras, parades and beads as our primary example. In lab sections you will learn how archaeologists work by conducting your own class analysis on ancient materials from people who lived about a thousand years ago in Indiana. Your analysis will help us learn more about the history of Indiana before European settlement.

Format: there will be illustrated lectures, films, demonstrations and hands on lab exercises. Evaluations will be based on exams, short papers and lab projects.

The Honors section will conduct a more in-depth analysis of archaeological materials, and will work more closely with the Glenn Black Lab of archaeology. If there is sufficient student interest this analysis could be used to generate a professional presentation for use at campus or professional venues.

### P301/601 Ceramic Analysis

Ling-yu Hung

This course will use a combination of hands-on techniques, ethnographic videos, and discussions of archaeological and ethnographic readings to explore the organization and technology involved in pottery production and distribution. With this foundation, this course will introduce students to basic ceramic description, typology, classification, and analysis. Students will have opportunities to do ceramic drawing, photographing, and reproducing ceramic artifacts. Certain physical-chemical analysis approaches, such as Portable XRF, thin sectioning, and microscopic analysis will also be introduced. The goal of this course is to prepare students to conduct their own ceramic analyses.

### P363/663 North American Prehistory through Fiction

Laura Scheiber

(8W2)

In this course, we will read several fictionalized accounts of life in Ancient North America, written by anthropologists and novelists, as a means to think critically and creatively about the past. We will use these novels to consider what we think we know about this topic – from archaeological and paleo environmental evidence and from ethno archaeological and anthropological research – and to discuss the language of archaeological writing. We will explore the role and place of narrative and imagination in the constructions of the past and how these authors utilize available data. We will consider the success of the authors in expanding, challenging, and constraining our understandings. Most of the novels will be set in the past, from the first inhabitants of this continent 11,000 years ago to their descendants who met European invaders in the sixteenth century, and another novel will discuss the past by presenting contemporary archaeologists as the lead characters. The grade will primarily be based on participation, discussion, and a final take-home exam. Graduate students enrolled in the course are also expected to write a short research paper and creative essay. The first class of the week will generally be devoted to discussions of the novels, and on the second class we will discuss the archaeological evidence behind the stories.

### P314 Earlier Prehistory of Africa

Jeanne Sept

AFRICA is the birthplace of humanity, and the only continent where we can study a complete archaeological record from the very beginnings of stone technology. We will focus first on the archaeology of human origins, studying case studies of the interpretation of early stone age archaeological sites in relation to our knowledge of proto-human fossil evidence. Then we will focus on

the rise of humanity, exploring sites that reveal how we first evolved as a species and developed our rich cultural capacity and modern ways of life.

### [P361 Midwest Archaeology](#)

[Susan Alt](#)

In this course we take a broad look at the histories of people who lived in the Midwestern United States prior to the arrival of Europeans. We will explore histories of the Midwest beginning with the arrival of the first people to the continent through European conquest. There were times when the Midwest was the center of the most important religious, social and political movements in North America, particularly during the Hopewell and Mississippian periods. For example, did you know that Indiana has great mounds and earthworks that were built as part of interlinked sacred landscapes, or that events in Indiana helped shape legislation to protect cultural resources across the US? Or that the first city in North America was built by Native Americans in Illinois 1000 years ago? Interactions of pre-Columbian peoples, histories, landscapes, ideologies, cosmologies, technologies and art, will be examined through site reports, case studies and films in developing an understanding of the pre-Colombian people of the Midwest.

### [P399/600 Buffalo Nation: The Archaeology and Ethnography of an American Icon](#)

[Laura Scheiber](#)

The buffalo can be seen as a symbol of Native America in the past and present, as a major food and spiritual resource for Plains Indians, as an animal perfectly adapted to range habitat, and as a modern alternative meat source. As the largest terrestrial land mammal in the Americas for thousands of years since the end of the Pleistocene, bison were a critical and important resource for many Native occupants. They were integrally tied to creation stories, as well as providing shelter, clothing, and tools to both nomadic hunter-gatherers and farming communities throughout the North American Plains. As a consequence of American military campaigns combined with massive overhunting by professional hide hunters, the American buffalo became nearly extinct in the nineteenth century. However due to the concerted efforts of conservationists, activists, and ranchers (both Native and non-Native), buffalo herds have since rebounded. Successful buffalo ranching has led to the increase in supply and demand for buffalo meat as an alternative to beef in many areas of the country.

The students in this course will follow the history of the buffalo from the dominant food source on the Plains thousands of years ago to a modern meat served in restaurants in the Midwest. The class will be divided into three sections: subsistence and acquisition, butchering, and modern cuisine. In each section, students will read and discuss both archaeological and ethnographic case studies, as well as have hands-on opportunities in the Bloomington area. The course will occur both inside and outside the regular classroom, and students should expect to spend some class meetings at off-campus locations, possibly including local ranches, butchers, and restaurants. Exercises may include identification of bison bones, mapping a buffalo in archaeological context, experimental butchering with stone tools, and following the local buffalo (or other animals) from ranch to butcher to local restaurants.

This course is intended for students interested in the mighty buffalo, graduate students in the food and anthropology concentration, undergraduates in the food in anthropology minor, undergraduate and

graduate students in the Native American and Indigenous Studies programs, and undergraduates who have previously enrolled in zooarchaeology. Archaeology and cultural anthropology students who are working in the Plains are also strongly encouraged to enroll in the class.

Prerequisites: None, but I am especially looking for students with a strong foundation and interest in food and anthropology and in using the buffalo as a case study.

Search terms: Buffalo, animal/human, food, anthropology, archaeology, Plains, bison, conservation, farm to table, zooarchaeology

## P409/509 Archaeological Ethics

Anne Pyburn

This class will focus on the ethical issues raised by archaeological research, data curation and preservation, and public visibility. Political and cultural developments all over the world have led to laws and ethical codes that challenge the traditional practice of archaeology as an academic discipline. The causes of these challenges, as well as the consequences, are transforming archaeology into a very new field for some archaeologists. Other archaeologists continue to productively define their field in terms of a modernist agenda that they identify with responsible science. The class will approach the issues encompassed in archaeological ethics as a series of debates. We will begin with a discussion of the function of science, history, and archaeology in the present. Then we will discuss the history of archaeology and its changing goals over the past century. Over the course of the semester we will consider colonialism and nationalism, looting and the art market, material culture, identity and the world system, and issues of group representation in popular media.

## P502

Stacie King

Meets with E600, taught by Eduardo Brondizio

### Course Goals

1. Students will prepare a competitive research proposal that can be submitted to an agency or foundation for doctoral dissertation research. To do so, students will compose multiple drafts of each of the relevant sections of a grant proposal for submission, review, and resubmission on a weekly basis.
2. Students will become familiar with major funding agencies, and their diverse ways of announcing funding opportunities, and the procedures and style of submission that are unique to some of the major ones.
3. Students will learn about problem-oriented research, how to frame a research question, selecting appropriate sampling strategies, how to create and manage data, and how to operationalize a research strategy. Student will understand how social scientists reconcile their traditional methods of site-specific research with the demands placed upon them by agendas that expect research to have broader significance. Using student proposals as examples, the course reviews the methodologies used by anthropologists, including especially social-cultural anthropologists and archaeologists.

4. Students will understand how review panels are constituted, how the review process works, and how to engage in the process of revise and resubmit in order to be responsive to reviewers and address limitations of submitted proposals and constantly improve them.

5. Students will become familiar with IU administrative offices and resources related to grant preparation and grant management, and will understand the process of human subjects approval and proposal management.

### [P604 Sites in Social Context](#)

[April Sievert](#)

People come and go, but places abide. We delve into site histories so that you come to understand the reasons why places become important to people and why these reasons may change. This course complicates notions of heritage construction and is useful for students interested in interacting with historic places.

### [X371 Undergraduate Teaching Practicum](#)

[Stacie King](#)

Interns assist preparation and implementation of undergraduate courses. Potential activities include: developing course materials, overseeing laboratory activities, leading class discussions, and maintaining educational collections. Interns do not assist in grading. S/F grading. May be repeated for a maximum of 6 credit hours.