ANTHROPOLOGY

001. Archaeology: Window to the Human Past. Anth. Faculty.
This course will introduce students to the methods and theory of archaeology by exploring how we turn archaeological data into statements about cultural behavior. We will discuss the place of archaeology in the broader field of anthropology and debate issues facing the discipline today. The course will rely on case studies from around the world and from many different time periods to introduce students to the research process, field and lab methods, and essential questions of archaeological anthropology. Students will have the opportunity to work hands-on with archaeological materials through visiting the galleries and working with Penn Museum collections.

Anthropology as a field is the study of human beings—past, present, and future. It asks questions about what it means to be human, and whether there are universal aspects to human existence. What do we share and how do we differ? What is "natural" and what is "cultural"? What is the relationship between the past and the present? This course is designed to investigate the ways anthropology, as a discipline, emerged in conjunction with European (and later, American) imperialism, the trans-Atlantic slave trade, and the will to know and categorize difference across the world. We will probe the relationships between anthropology and modern race-making by investigating how anthropologists have studied key institutions and systems that structure human life: family and kinship, inequality and hierarchy, race and ethnicity, ritual and symbolic systems, gender and sexuality, reciprocity and exchange, and globalization and social change. The course fundamentally probes how the material and ideological constellations of any given moment shape the questions we ask and the knowledge we produce about human existence.

133. (cross-listed LALS133) Native Peoples and the Environment. Dr. Erickson.
The relationship between the activities of native peoples and the environment is a complex and contentious issue. One perspective argues that native peoples had little impact on the environments because of their low population densities, limited technology, and conservation ethic and worldview. At other extreme, biodiversity, and nature itself, is considered the product of a long history of human activities. This seminar will examine the myth of the ecologically noble savage, the myth of the pristine environment, the alliance between native peoples and green politics, and the contribution of native peoples to appropriate technology, sustainable development and conservation of biodiversity.

141. (cross-listed ARTH141) Public Policy, Museums, Cultural Heritage. Dr. Leventhal.
This course will focus upon and examine the ethics of international heritage and the role that Museums play in the preservation of identity and cultural heritage. The mission of this course will be to inform and educate students about the role Museums within the 21st century. What is the role and position of antiquities and important cultural objects in Museums? How should Museums acquire these objects and when should they be returned to countries and cultural groups? Examples from current issues will be included in the reading and discussions along with objects and issues within Penn Museum.
149. Introduction to Native American and Indigenous Studies. Dr. Bruchac.
This course offers a broad introduction to evolving scholarship in the combined fields of Native American Studies and Indigenous Studies worldwide. Students will examine the various ways that Indigenous peoples and academic researchers are currently engaging with Indigenous knowledges, while also exploring the lingering impacts of settler colonialism and the influence of decolonizing methodologies. Students will gain foundational understandings of the cross-disciplinary nature of Native American and Indigenous Studies (NAIS), by studying theoretical interpretations of Indigenous peoples in academic and historical contexts, and by examining practical approaches to Indigenous research in diverse worldwide settings. Students will approach topics from a variety of disciplinary traditions, utilizing historical texts, ethnological studies, oral literature, material culture, and modern media, including websites and databases produced by and for Indigenous communities. Readings will include the work of researchers who bridge the disciplines of anthropology, history, folklore, art, law, science, etc. Students will watch a selection of films by Indigenous filmmakers, and attend lectures by a selection of Indigenous guest speakers and/or NAIS faculty advisors, who will highlight their unique experiences and research projects with Indigenous communities. Special case studies will focus on: new directions in collaborative research; issues in museum representation and repatriation; heritage site protection and Indigenous archaeology; legal interventions and protections for Indigenous rights; and innovative projects in language restoration and cultural recovery.

151. Archaeology of American History: The Colonial Period. Dr. Schuyler.
Anthropology 151/752 is a lecture-seminar that is open to all students. This course will explore American history through a different range of information. Over the last seventy five years the new field of Historical Archaeology (academically first developed at Penn) has excavated numerous sites dating from the 16th, the 17th, and the 18th centuries in what is now the United States. Recovered archaeological remains combined with archival sources are giving us a different view of the rise of America as a distinctive society. This class is focused on the Colonial Period from the earliest explorations by Europeans to the eve of the American Revolution. Discoveries of early European intrusions into the continent, especially the Spanish and English, will be reviewed along with the reaction of Native Peoples to such contact. Successful settlements on the East Coast in La Florida and at Jamestown as well as in the Rio Grande Valley in the Southwest will be explored along with later colonization of the Middle Atlantic and New England regions. Mature 18th century colonial society as seen in Philadelphia and Annapolis along with the distinctive subject of African American sites will also be covered.

254. (cross-listed LALS254) Archaeology of the Inca. Dr. Erickson.
The Inca created a vast and powerful South American empire in the high Andes Mountains that was finally conquered by Spain. Using Penn's impressive museum collections and other archaeological, linguistic, and historical sources, this course will examine Inca religion and worldview, architecture, sacred temples, the capital of Cuzco, ritual calendar, ceque system, textiles, metalworking, economic policies and expansionist politics from the dual perspectives of Inca rulers and their subjects. Our task is to explain the rise, dominance, and fall of the Incas as a major South American civilization.

268. Anthropology of Museums. Dr. Bruchac.
This course examines museums as sites where issues of Indigenous identity, memory, place and power intersect. Museums have long been engaged in the selective preservation, representation, and contextualization of Indigenous objects, cultures, and histories. We will examine antiquarian impulses that inspired the collecting of curiosities, scientific studies that drove the collection of biological specimens, and nationalist ideals that shaped monuments to house imperialist memories. Museums are now sites for complex, often contentious discourse around Indigenous collections. Students will review
histories of local and national collecting processes, with a particular focus on Native American collections and concerns. We will also consider how Indigenous curators and new kinds of museums have developed innovative displays and interpretations.

This course examines the social and political lives of contemporary Native American Indians in the United States and Canada. Topics include: Indigenous identity; homelands and natural resources; popular culture and media; Indigenous arts and cultural expression; museum representations; athletics; gender relations; tribal recognition and sovereignty; and resistance movements. We will consider the origins of federal programs and legislation that have become essential to protecting Native American freedoms. Students can expect to gain an appreciation of the complexity and cultural diversity of Native communities and tribal nations and insights into their interactions with other cultures over time.

308. Ethnohistory of the Native Northeast. Dr. Bruchac.
Ethnohistory is a multi-disciplinary form of ethnographic study and documentary research that employs both anthropological and historical approaches. This course examines the foundations of the ethnohistorical method as a means to interpret cross-cultural colonial interactions and conflicts, and to better understand the complex histories of Native American Indian peoples from Pennsylvania and northward and eastward. Students will develop skills and strategies for interpreting and contextualizing primary and secondary source materials, oral traditions, colonial records, historical maps, and material culture. Hands-on study will include visits to local archives and historical sites to view relevant documents and landscapes.

328/528. Performing Culture, Native American Arts. Dr. Bruchac.
This course analyzes cultural performances as sites for the formation, expression, and transmission of social identity. Students will read ethnographies, critiques, and reports of performance genres including ritual, theater, music, dance, art, and spoken word, with a particular focus on Native American and Indigenous arts and expressions. Topics include: expressive culture as survivance; debates around authenticity and invented traditions; public identity and sexuality; political resistance; the effects of globalization; transnationalism and hybridity; cultural appropriation; and the transformation of folk performances in the wake of modern media.

433. (cross-listed LALS433) Andean Archaeology. Dr. Erickson.
Consideration of the culture history of the native peoples of the Andean area, with emphasis on the pre-conquest archaeology of the Central-Andean region.

451/751. Historical Archaeology. Dr. Schuyler.
Archaeology of the Modern World from the Columbian voyage (1492) to the 20th century. Topics such as the rise of early modern Europe, European exploration and colonization, African American Archaeology, Asian American Archaeology, the rise of colonial society, contact with native peoples, the Industrial Revolution, and the archaeology of the 20th century will be covered.

511. Ethics, Archaeology, Cultural Heritage. Dr. Leventhal.
This seminar will explore some of the most important issues that are now a central part of archaeological, anthropological and historical research throughout the world. The identification and control of cultural heritage is a central part of the framework for research within other communities. Issues for this course will also include cultural identity, human rights, repatriation, colonialism, working with communities and many other topics. Field research today must be based upon a new series of ethical standards that will be discussed and examined within this class. Major topics include: cultural
heritage - definitions and constructs, cosmopolitanism and collecting, archaeology and looting, cultural heritage preservation, museums - universal and national, museum acquisition policies, cultural identity, international conventions (including underwater issues), national laws of ownership, community based development, cultural tourism, development models, and human rights.

ART HISTORY

274. (cross-listed ARTH294, ASAM294, CINE293, LALS294) Facing America. Dr. Shaw. This course explores the visual history of race in the United States as both self-fashioning and cultural mythology by examining the ways that conceptions of Native American, Latino, and Asian identity, alongside ideas of Blackness and Whiteness, have combined to create the various cultural ideologies of class, gender, and sexuality that remain evident in historical visual and material culture. We will also investigate the ways that these creations have subsequently helped to launch new visual entertainments, including museum spectacles, blackface minstrelsy, and early film, from the colonial period to the 1940s.

COMPUTER & INFORMATION SCIENCE

258. (cross-listed ANTH 258) Visualizing the Past/Peopling the Present. Dr. Badler/Erickson. Most people's information about the Past is drawn from coffee table picture books, popular movies, video games, documentaries about discoveries of "ancient, mysterious, and lost" civilizations, and tours often lead by guides of limited or even dubious credentials. How are these ideas presented, formed, and circulated? Who creates and selects the information presented in this diverse media? Are these presentations accurate? Do they promote or hurt scientific explanations? Can the artistic, aesthetic, and scientific realms be bridged to effectively promote and interpret the past? How can modern technologies be applied to do a better job at presenting what is difficult to experience firsthand? This class will focus on case studies, and methods of how archaeology and the past are created, presented and used in movies, museums, games, the internet, and art. Each year, the studio-seminar focuses on a project. In addition to exploring general concepts of archaeology and the media, students will work in teams to produce an interactive, digital media exhibit using the latest modeling visualization programs for presenting the sacred landscape of the Inca capital of Cuzco, Peru. Cuzco is one of the most important UNESCO World Heritage sites and visited by nearly a million tourists a year. Potential class project include fly-throughs of architectural and landscape renderings, simulations of astronomy and cosmology, modeling of human behavior within architectural and landscape settings, and study artifacts in the Penn Museum.

EDUCATION

536. Indigenous Education and Language Revitalization. Ed. Faculty. How do indigenous epistemologies, ways of knowing, being and relating influence education? What does culturally and linguistically relevant schooling mean in indigenous contexts? What are the policies, ideologies and discourses that wax & wane in relation to the history of indigenous education? What does decolonizing and indigenizing schooling look like? How do indigenous education and language revitalization interact with notions of inter-culturalism/multiculturalism? What are the roles of communities in language revitalization and educational processes? This course explores the diverse experiences of indigenous education and language revitalization in many different regions of the world, including the Peruvian Andes. The course will incorporate perspectives from anthropology, linguistics, sociolinguistics, and policy studies and welcomes an interdisciplinary community of learners.
HISTORIC PRESERVATION

Advanced study of historic building materials and techniques focusing on a different material each semester including masonry, metals, wood and surface finishes. Seminars will examine research methods and documentary sources, chemical and physical properties, deterioration mechanisms, specific methods of analysis, and conversation treatments.

HISTORY

This course surveys Native American life east of the Mississippi River from earliest times to the present. The diverse histories of Native peoples will be examined both on their own terms and as continuing elements of the continent's broader story. Topics to be addressed include 16th- and 17th-century demographic, economic, and social consequences of contact with European peoples, 18th century strategies of resistance and accommodation to colonial powers, 19th-century impacts of U.S. government removal and cultural assimilation policies, and 20th-century cultural and political developments among the region's surviving Native American communities.

345. (cross-listed GSWS345) Sinners, Sex & Slaves: Gender in American History to 1865. Dr. Brown.
From the sixteenth century, when Native American populations flourished on the North American continent, to the Civil War, when North and South collided over the question of slavery, women have played a critical role in American society. This course traces the history of women and gender in America during this period with special emphasis on the importance of women's reproductive and economic roles to the emergence of ethnic, racial, regional, and socio-economic categories in the United States. Slides, lectures, and readings drawn from primary documents introduce students to the conditions of women's lives during the colonial and revolutionary periods and to the rise of women's activism in the nineteenth century. In addition, we will consider how dramatic changes in housework, wage labor, female access to public forms of power, and ideas about female sexuality make it difficult to generalize about what is commonly thought of as women's "traditional" or "natural" role.

A survey of the development of American colonial society, 1607-1750, with emphasis on the regional differences between life in early New England, the Mid-Atlantic, and the South, as well as the relationships between British colonists, Native Americans, and African Americans.

LINGUISTICS

241. Language in Native America. Dr. Buckley.
This course is an introduction to linguistic perspectives on the languages native to the Americas (their nature and distribution, typological similarities and differences), with an emphasis on North America. The diverse languages of this region will be examined from the point of view of particular linguistic phenomena, such as phonology, morphology, and syntax; and in addition we will study their historical development and their place in culture, society, and thought.
The dramatic rise in the use of complementary and alternative medicine (CAM) by the American public requires that the contemporary health care practitioner have an awareness of CAM therapies and modalities currently available. The end result of this course will not be proficiency in the practice of any of these modalities in particular, but rather a basic understanding of each approach to common conditions and their potential contribution to health and well-being. The focus of the CAM modalities discussed in this course will center on their use in women’s health care provision.