

T T E A C H I N G
A A N T H R O P O L O G Y
N N E W S L E T T E R

No. 29 Fall 1996



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Teaching Anthropology Newsletter

Teaching Anthropology Newsletter (TAN) promotes precollege anthropology by providing curriculum information to teachers, creating a forum for teachers to exchange ideas and establishing communication among teachers, professors and other advocates of anthropology.

TAN is published free-of-charge semiannually in the Fall and Spring of each school year by the Department of Anthropology, Saint Mary's University, Halifax, Nova Scotia B3H 3C3 (TEL 902-420-5628, FAX 902-420-5119, E-MAIL mlewis@shark.stmarys.ca). Items for publication should be submitted to Monica Lewis, Circulation Manager, or Paul A. Erickson, Editor. Deadlines for submission are October 1 for the Fall issue and March 1 for the Spring issue.

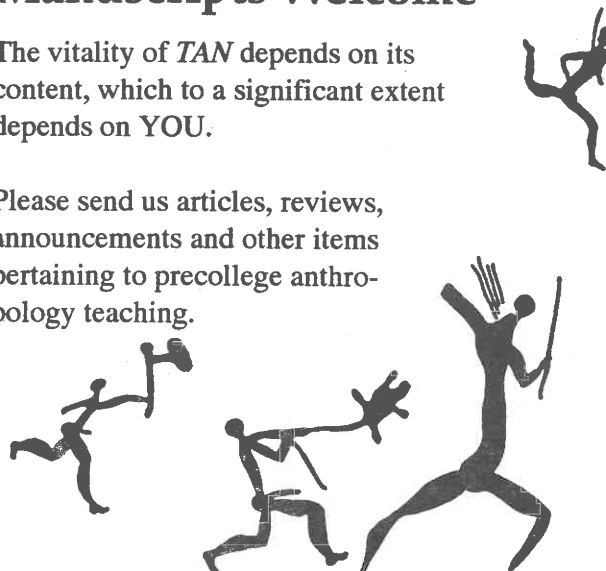
TAN is mailed to 12 Canadian Provinces and Territories, 44 American States and 10 countries abroad.

A Reminder to *TAN* Readers

Manuscripts Welcome

The vitality of *TAN* depends on its content, which to a significant extent depends on YOU.

Please send us articles, reviews, announcements and other items pertaining to precollege anthropology teaching.



THE INTERNATIONAL UNION OF ANTHROPOLOGICAL
AND ETHNOLOGICAL SCIENCES (IUAES)

THE 14TH INTERNATIONAL CONGRESS OF
ANTHROPOLOGICAL AND ETHNOLOGICAL SCIENCES

JULY 26-AUGUST 1, 1998
WILLIAMSBURG, VIRGINIA



ICAES
INTERNATIONAL CONGRESS OF ANTHROPOLOGICAL
AND ETHNOLOGICAL SCIENCES

Hosted by The College of William and Mary

The 21st Century:
The Century of Anthropology

Call for Scientific Session Proposals
Workshop Proposals
Paper Abstracts

Deadline for Session and Workshop Proposal:
December 15, 1996

Deadline for Receipt of Abstracts:
October 15, 1997

The 14th International Congress of Anthropological and Ethnological Sciences

July 26 - August 1, 1998
Williamsburg Virginia

Up-to-date information on the Congress:
<http://www.icaes.wm.edu/icaes>

E-mail address of the local organizing committee:
icaes@facstaff.wm.edu

Inquiries about the scientific programs:
Dr. Tomoko Hamada,
The 14th Congress Executive Secretary
and Program Chair,
Department of Anthropology,
College of William and Mary,
Williamsburg, VA 23187-8795
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E-MAIL thamad@facstaff.wm.edu

JUST PUBLISHED

The Teaching of Anthropology: Problems, Issues, and Decisions

Not since the *Teaching of Anthropology* (1963) has a comprehensive text focused exclusively on the teaching of anthropology. And because anthropology is the only social science discipline without a journal devoted exclusively to teaching, where can interested instructors go to find information on this complex subject? In July 1996, Mayfield Publishing Company and the American Anthropological Association published a volume that addresses a range of teachers' concerns:

***The Teaching of Anthropology:
Problems, Issues, and Decisions***

Conrad Kottak, Jane White,
Richard Furlow and Patricia Rice, Editors

This collection brings together articles first developed for symposia on teaching held by the American Anthropological Association in 1990, 1991 and 1992, as well as additional papers from over 40 leading teachers in the field. The articles span the educational continuum, from teaching the introductory course to teaching precollege students and teachers.

- Eight articles focus on precollege teaching:
Dennis Cheek (Rhode Island Department of Elementary and Secondary Education), "Anthropology in the Sciences and Social Sciences Curriculum"
Ann Christine Frankowski (Johns Hopkins University and University of Maryland-Baltimore County), "Introducing Research Through Chocolate: A Fifth Grade Class Gets a Taste of Anthropology"
Norma Gonzalez and Cathy Amanti (University of Arizona), "Teaching Anthropological Methods to Teachers: The Transformation of Knowledge"
Gloria Ladson-Billings (University of Wisconsin), "Shut My Mouth Wide Open: A Conversation with Successful Teachers of African-American Students"
Norah Mooney (Institute of Archaeology, University College London), "Archaeology for the Young Reader"
Ruth Selig (Smithsonian Institution), "The Challenge of Exclusion: Anthropology, Teachers, and Schools"
Jane White (University of South Carolina), "Problems, Issues and Solutions in the Teaching of Anthropology K-12"
Jane White (University of South Carolina), "Using the Construct of Culture to Help Students Understand 'The Other'"

Proceeds from the sale of the book will be used to establish a teaching award sponsored by the American Anthropological Association. The price is \$38US. To order copies, contact Mayfield Publishing Company, 1280 Villa Street, Mountain View, CA 94041-1176 (TEL 415-960-3222, 800-433-1279).

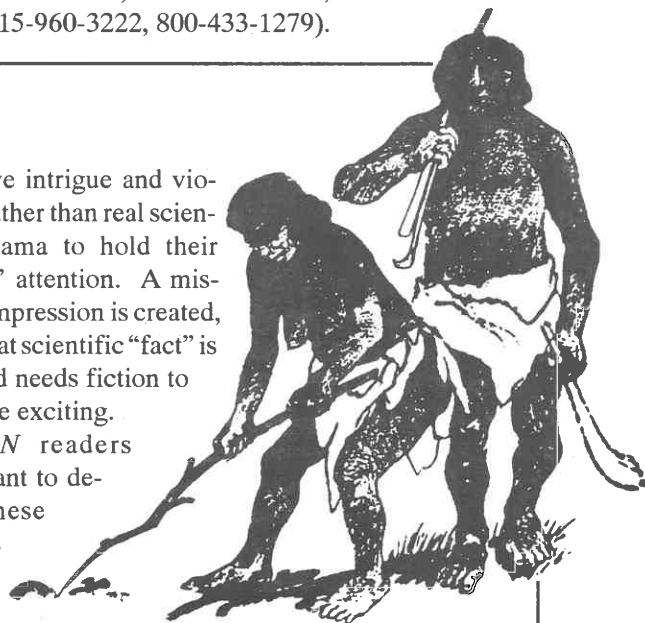
Pulp Fictional Anthropology

Paleoanthropology, the study of fossil human ancestors, has always had popular appeal, popular enough to have inspired some interesting fictional movies (*Iceman*, *Quest for Fire*) and books (*Clan of the Cave Bear*). A few teachers have been known to use these movies and books in class as a means of teaching what is scientifically "right" and "wrong" with popular stereotypes of paleoanthropological subjects. Two of the hottest subjects for stereotyping are Australopithecines and Neanderthals.

These two groups are popularized in two new novels, *Almost Adam* by screenwriter Petru Popescu (William Morrow, 1996) and *Neanderthal* by New York Times correspondent John Darnton (Random House, 1996). Are the popularizations right? Not very, according to paleoanthropologist Ian Tattersall, writing in the June 17, 1996 issue of *Time* magazine. Tattersall's main complaint is that the authors resort to

narrative intrigue and violence rather than real scientific drama to hold their readers' attention. A mistaken impression is created, then, that scientific "fact" is dull and needs fiction to be made exciting.

TAN readers who want to decide these matters for themselves can, of course, read the novels -- or, better yet, according to Tattersall, skip the novels and read a well-written scientific account of the subjects instead.



Archaeology & You

“Many people are fascinated by archaeology: It has a special ability to create wonder, delight, and surprise. There is a natural human curiosity about the past within many of us. We want to know more about it, to understand it, and sometimes to try to experience it. Archaeology is one way to do these things” (*Archaeology & You*, p. 35).

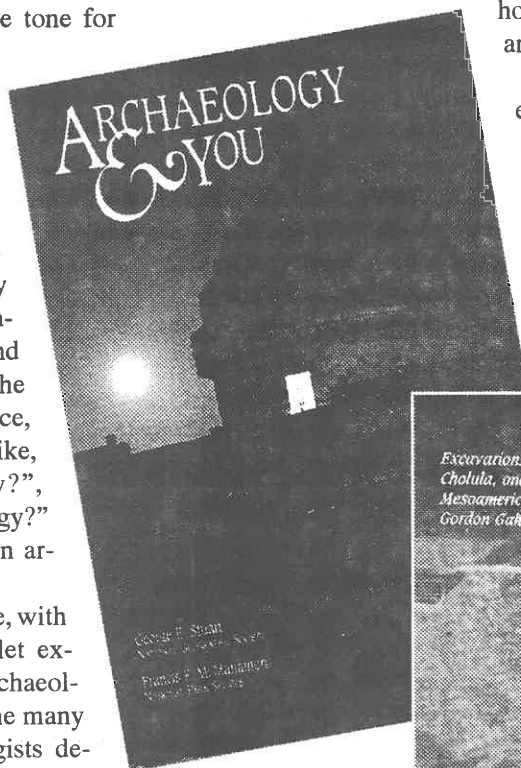
This quotation sets the tone for *Archaeology & You*, a 42-page glossy booklet co-published in 1996 by the National Geographical Society, U.S. Department of the Interior and the Society for American Archaeology. The booklet, written by George E. Stuart of the National Geographic Society and Francis P. McManamon of the U.S. National Park Service, answers basic questions like, “What is archaeology?”, “Where can I do archaeology?” and “How can I become an archaeologist?”

In clearly-written prose, with vivid examples, the booklet explains the relationship of archaeology to anthropology and the many ways in which archaeologists depend on the techniques of science. It provides a succinct exposition of how a precollege student can expect to study archaeology in college and

prepare for post-graduate employment in a university, museum or private contracting firm. The booklet also contains important information on archaeology and the law, the complex relationship between archaeologists and Native Americans and the tragic destruction of archaeological sites through looting.

Of considerable practical value are lists of books, magazines, journals, movies, television programs and videos about archaeology, along with advice on how to visit archaeological sites and actually “do” archaeology as a volunteer.

Archaeology & You can help students, teachers and career counsellors at all precollege levels, especially high school. Copies can be ordered (free, \$4US for shipping and handling) from the Society for American Archaeology, 900 Second Street NE #12, Washington, DC 20002-3557 (TEL 202-789-8200, FAX 202-789-0284).



Excavations along the base of the main pyramid at Cholula, one of the largest and most important Mesoamerican cities before the Spanish Conquest. Gordon Gahan, © National Geographic Society



Photos from Archaeology & You

Anthropology in the U.S. National Park Service Restructured

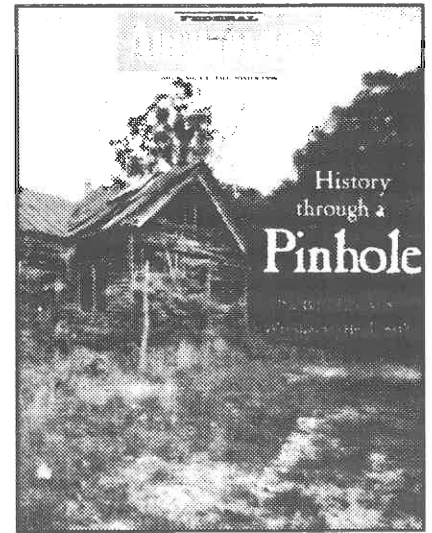
Many *TAN* readers are familiar with *Federal Archaeology*, the high-calibre magazine published by the Archaeological Assistance Division (AAD) of the U.S. National Park Service (NPS). For the past two decades, AAD has coordinated federal archaeology initiatives in the U.S., including initiatives in precollege archaeology education. Now, as part of restructuring of the American federal government, the mandate of AAD has been combined with other anthropological mandates to create a new NPS Archaeology and Ethnography Program.

The Archaeology and Ethnology Program will aim to compile a National Archaeological Database while coordinating archaeology initiatives, promoting public outreach and encouraging communication among archaeologists and other historic preservationists. In addition, cultural anthropologists will work with planners to identify cultural resources deemed significant by present-day peoples.

A tangible sign of this change is the discontinuation

of *Federal Archaeology*, effective Fall/Winter 1996 (Vol. 8, nos. 3/4), and its replacement by *Common Ground: Archaeology and Ethnography in the Public Interest*.

TAN readers can look forward to the same high calibre in the new magazine that they have come to expect in the old. This is the pledge of the new editors, David Andrews and Joseph Flanagan, and Francis P. McManamon, the new Chief of the Archaeology and Ethnography Program. For more information, write to the National Park Service, Archaeology and Ethnography Program, P.O. Box 37127, Washington, DC 20013-7127.



Curriculum Unit

Prejudice in Group Relations

Brant Abrahamson

The Spring 1996 issue of *TAN* featured a report on high school curriculum units developed by The Teachers' Press in Brookfield, Illinois. Two companion units, *Thinking Logically* and *Prejudice in Group Relations*, were developed to reduce teenagers' prejudice. Here is a description of one of the two units. -- Ed.

How do teenagers judge people? What measures do they use to categorize individuals they don't know? Can they distinguish between biological and social categories or between ascribed and achieved groupings? Do they know how prejudice affects instigators as well as recipients?

Almost all teachers and community leaders want to assist students in developing non-prejudicial attitudes, but how does one begin? Our unit is based upon concepts developed by Gordon Allport and others during the period after World War II, when many of the most renowned social scientists concentrated on the problem of outgroup hostility. To this we have added insights from current scholarship. For instance, in one of our exercises we refer to *The Sexual Brain* by Simon LeVay (The MIT Press, 1993).

Negative prejudice is a factor in many aspects of human life. The emotions and thinking patterns that lead to racial and ethnic prejudice are similar to those that lead

to impersonal hatreds of whole social classes, age groups or members of the other gender. In our materials, prejudice is treated objectively -- almost clinically. This approach enables students from diverse racial and ethnic backgrounds to discuss the effects on "givers" and "getters" without destructive group polarization.

The unit is designed to be taught over a three-to-four week period. It consists of:

1. A 57-page student readings booklet divided into five sections ("How Persons Are Grouped", "Prejudice: An Overview", "Prejudice: A Dissection", "Effects of Prejudice" and "Taking a Stand");
2. A 28-page student activity book including a variety of activities enabling students to personalize significant unit concepts; and
3. A 33-page teacher's handbook containing student activities, quizzes, tests, a suggested daily teaching schedule and a pedagogical bibliography.

The materials were developed for a "non-tracked" class required for graduation at Riverside-Brookfield High School, located in an inner suburb of Chicago. They have been used successfully by both National Merit Scholars and students struggling for their diplomas.

To order copies of *Prejudice in Group Relations*, contact The Teachers' Press, 3731 Madison Avenue, Brookfield, IL 60513 (TEL 708-485-5983). Copies can also be ordered from the Social Studies School Service, Box 802, Jefferson Boulevard, Culver City, CA 90232 (TEL 800-421-4246).

Book Review

In Search of Ancient North America

Denise Hansen

In Search of Ancient North America -- An Archaeological Journey to Forgotten Cultures, by Heather Pringle. New York: John Wiley & Sons, Inc. 227 pp., including black & white and color illustrations. Hardcover: Canada \$34.95, U.S.A. \$25.95.

It is easy to savor *In Search of Ancient North America -- An Archaeological Journey to Forgotten Cultures*, a descriptive travel account of nine significant North American archaeological sites, produced by Vancouver-based science journalist Heather Pringle. Essential to an appreciation of the value of the book is the premise that for North American archaeology, "nothing is as simple as researchers once thought it was" (p.192). The simplistic image of the members of earlier cultures as "Noble Savages" living in harmony with nature and with each other lingers on, a reaction against the evils of more modern societies obsessed with "Paradise Lost".

In our environmentally conscious world, it is also in part a revisionist response to earlier racist views. Pringle feels that this is a disservice to ancient cultures, that a knowledge of their peoples' flaws restores their humanness.

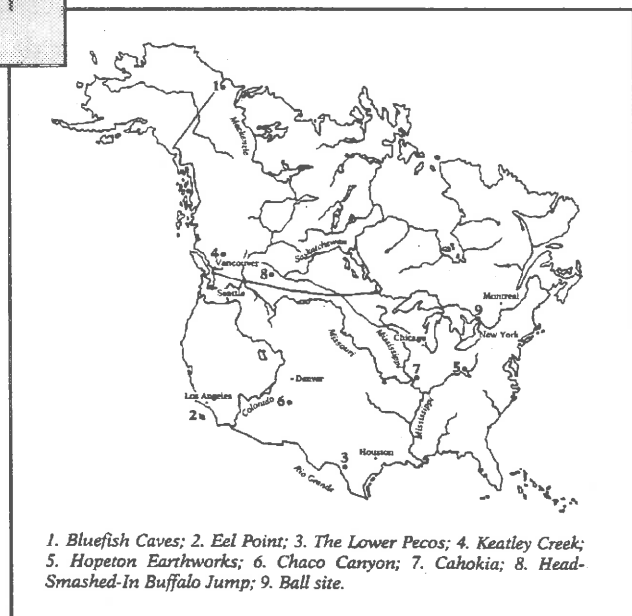
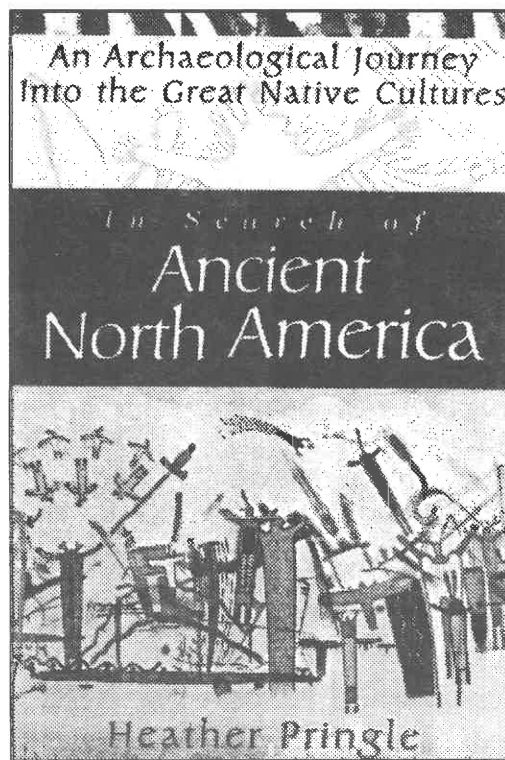
Pringle tells of the diversity, sophistication and complexity of earlier cultures, with the intimacy of the journalist experiencing the sites first hand. The delivery is episodic and compelling, told with wit and style. The sites range from the Bluefish Caves in the northern Yukon, a site that has advanced the presumed date of Eurasian migration to the New World by at least 11,000 years, to Eel Point, California, where as early as 1,000 years ago sea hunters played havoc with the local marine environment. Religion is explored in an examination of the Lower Pecos site in Texas, with its wonderful sha-

manistic rock paintings, as well as in the geometric riddle of the Hopeton Earthworks site in Ohio, and the Sacred Landscape of Chaco Canyon, New Mexico. We learn of the power exerted by lords at the Illinois Cahokia site, the stratified society of British Columbia's Keatley Creek site, and the intricacy of the trap at Alberta's Head-Smashed-In-Buffalo Jump site. Pringle's chapter on the Ball site in Ontario advances the interesting theory that the Montagnais tribe's first contact with European children with measles in 1634 Quebec signalled the onslaught of disease among their Huron trading partners.

The author's accounts rely heavily on the perspectives of the archaeologists and researchers involved with the sites, those responsible for devising "hundreds of new ways of wrestling long-lost information from obscurity, of turning bones and stone into flesh and blood, idea and belief" (p.198). She vividly records their enthusiasm, dedication and often their frustration when dealing with such fragmentary, enigmatic evidence.

The book includes a site locator map and is liberally peppered with black and white photos and drawings, as well as eight pages of excellent color photos. *In Search of Ancient North America* is introduced and concluded with an annotated list of further readings, a good bibliography and an index.

The great strength of the book is in the popular telling of the material, of interest to researchers but made palatable to the general public. The hype on the jacket of the book aside, the evidence presented is certainly not all new (for instance, class stratification in pre-contact



1. Bluefish Caves; 2. Eel Point; 3. The Lower Pecos; 4. Keatley Creek; 5. Hopeton Earthworks; 6. Chaco Canyon; 7. Cahokia; 8. Head-Smashed-In Buffalo Jump; 9. Ball site.

(Book Review continued)

West Coast aboriginal cultures has been acknowledged for decades) or unmined, nor is the episodic approach the best way to establish cultural links and present a thematic synthesis. The biggest sin of the book lies in its cursory treatment of one of the biggest issues in prehistoric archaeology in North America today -- conflict with aboriginal groups over the excavation of archaeological sites. Pringle gives only a brief nod to the issue in her introduction, and in her conclusion, which cites some of the challenges of prehistoric archaeology, she sidesteps the problem. Without expansion on this issue, this book cannot live up to the author's claim that it is about "archaeology as it is being practiced today" (p.11).

Despite this omission, or perhaps partially because of it, *In Search of Ancient North America* strongly convinces the reader of the important role archaeology plays in the understanding of ancient cultures. More powerfully, the book succeeds in telling the fascinating, complex stories of some of these cultures in a fresh and human way.

Meetings

NOVEMBER 7-10 American Society for Ethnohistory, Portland, Oregon. Contact Jacqueline Peterson, Dept of History, Washington State U, 1812 East McLoughlin Boulevard, Vancouver, WA 98663 (TEL 360-737-2179).

NOVEMBER 14-17 29th Annual Chacmool Conference, Calgary, Alberta. Theme: "The Archaeology of Innovation and Science". Contact 1996 Conference Committee, Dept of Archaeology, U of Calgary, Calgary, AB T2N 1N4 (TEL 403-220-5227, FAX 403-282-9567, E-MAIL 13042@ucdasvm1.admin.ucalgary.ca).

NOVEMBER 20-24 American Anthropological Association, 95th Annual Meeting, San Francisco, California. Theme: "Anthropology: A Critical Retrospective". Contact AAA Meetings Dept, 4350 North Fairfax Drive, Suite 640, Arlington, VA 22203 (TEL 703-528-1902, ext. 2, E-MAIL liz@aaa.mhs.compuserve.com).

News from the Mississippi Valley Archaeology Center

In 1990, to meet growing demand for precollege archaeology education in and around Wisconsin, the Mississippi Valley Archaeology Center (MVAC) launched its Archaeology in Education Program. MVAC, based in La Crosse, Wisconsin, now offers courses, in-service workshops, field trips and lectures for precollege teachers and students keen on archaeology and on incorporating it into their classes. For teachers, many of these activities, including an "Archaeology for Teachers" college course, meet State relicensing requirements. For students of almost all ages, MVAC provide an exciting opportunity to explore archaeology and practice it "hands-on".

MVAC offers a wide range of precollege educational support services including a newsletter, resource materials and the expertise of licensed teachers trained in archaeology. The newsletter, which appears quarterly, contains current information about archaeology as well as lesson plans, book reviews and announcements of site visits. The resource materials are books, videos, bulletin boards and activity boxes with themes such as Native American Art and Music, Native American Folklore and Rock Art. The trained teachers help prepare lectures and slide shows, schedule laboratory tours and plan actual

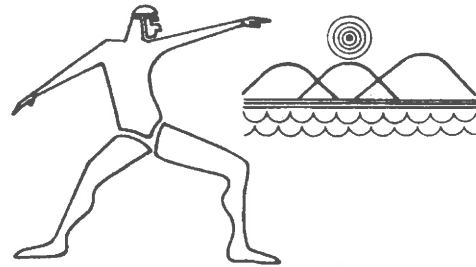
participation in archaeology "digs".

The founder and executive director of MVAC is Dr. James P. Gallagher, who, when he arrived in La Crosse in the late 1970s, found the potential for archaeology and archaeology education in the area ripe. Since then, MVAC has grown into a staff of 10 archaeologists and as many as 20 seasonal crew workers. The University of Wisconsin-La Crosse, with which MVAC is affiliated, now offers one of the few undergraduate archaeology programs in North America.

A further description of MVAC and its activities, including projects at two elementary schools in La Crosse, appears in the Winter 1996 issue (Vol. 18, no. 1) of *Anthro Notes: National Museum of Natural History Bulletin for Teachers*. To subscribe to *Anthro Notes*, free-of-charge, write to Anthropology Outreach Office, NHB 363 MRC 112, Smithsonian Institution, Washington, DC 20560. *Anthro Notes* is also available on America Online. For more information on MVAC, contact Bonnie L. Christensen, Director of Public Education, Mississippi Valley Archaeology Center, University of Wisconsin-La Crosse, 1725 State Street, La Crosse, Wisconsin 54601 (TEL 608-785-8454).

archeological tours

Past Times



Announcement

SOUTH AFRICA: LAND OF DIVERSITY BIG GAME, BUSHMAN ART AND HUMAN ORIGINS

JANUARY AND JULY 1997

David Abrams

Join us for our 1997 archaeological tour of the New South Africa.* The three-week itinerary includes Ice Age archaeological sites, Bushman art, game reserves, botanical gardens, Australopithecine fossil sites and museums and collections not open to the general public.

Our exploration will be supplemented by guest scholars from South African universities and museums. Professor John Parkington (Archaeology, University of Cape Town) has invited our group to see the complex Bushman art in his research area. Dr. Francis Thackeray (Paleontology, Transvaal Museum, Pretoria) will address our group and give us access to the Museum vault to see fossil human remains. Archaeologist Aron Mazel will lead several field trips into the Drakensberg mountains. We have also planned meetings with South Africans from diverse backgrounds.

The exploration of prehistory and natural history will be in three regions: The Transvaal around Pretoria; KwaZulu/Natal on the Indian Ocean near Durban; and the Cape Province northwest of Cape Town.

Guest scholars will accompany outings to view game, geological formations and bird and botanical reserves. There will be special lectures on history, prehistory, geology and the animals of South Africa.

Sacramento archaeologist David Abrams and art historian Diane Kelly will escort the tour.

The cost of \$5485US per person, double occupancy, includes round-trip airfare from San Francisco via New York to Johannesburg, and all in-country transportation by air and mini-van. The 19 day tour, from January 1-19 and again from July 21 to August 8, 1997, also includes most meals, entrance fees and presentations by South African scholars.

For more information, write to Past Times Archaeological Tours, 800 Larch Lane, Sacramento, CA 95864-5042 (TEL 916-485-8140 [collect], E-MAIL dmabrams@ucdavis.edu).

*In 1997 Past Times will also offer tours of the cave art and castles of France, June 14-18, and Spain, June 3-July 11.

Notes on Contributors

Brant Abrahamson is President of The Teachers' Press in Brookfield, Illinois.

David Abrams is Tour Operator with Past Times Archaeological Tours in Sacramento, California.

Denise Hansen is Material Culture Researcher with the Atlantic Region of Canadian Heritage (Archaeology) in Halifax, Nova Scotia. She is co-author of *Discovering Archaeology: An Activity Book for Young Nova Scotians*.