

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

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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 902-496-8109, 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.

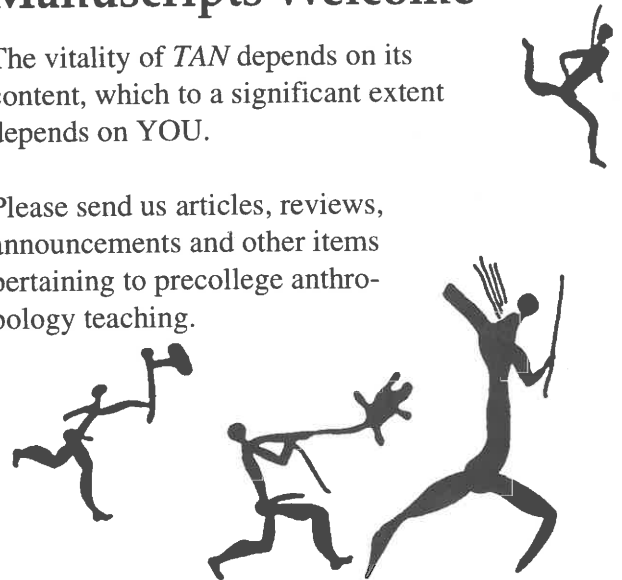
TAN is mailed to 12 Canadian Provinces and Territories, 44 American States and 10 countries abroad.

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.



American Sociological Association Promotes Precollege Teaching

Carla Howery and Cecelia Walsh-Russo

The American Sociological Association (ASA) is a national organization for sociologists dedicated to advancing sociology as a scientific discipline and profession. The Association aims to implement programs likely to have the broadest possible impact for sociology, including the Teaching Services Program (TSP). The TSP supports strong academic departmental organization and leadership, effective curriculum development and creative teaching. The Program provides support materials for teachers, including the Teachers Resources Center, an agency of the ASA Executive Office responsible for developing and maintaining a diversified line of materials useful in sociology courses. The TSP provides the following materials for precollege teachers:

Doing Survey Research in the Introductory Social Science Course

By Robert Gilbert

A primer for high school students interested in learning how to do social science research. Emphasizes both qualitative and quantitative methods.

Provides support for teachers who want to include hands-on social scientific research.

Shows students how to develop a hypothesis and a survey, use CD-ROM computer-aided retrieval systems, tabulate and analyze research results and prepare a paper for publication.

(184pp., \$17.50US, Stock #127.S96)

Innovative Techniques for Teaching Sociological Concepts

Edited by Edward Kain and Robin Neas

Eighty techniques for teaching basic sociological ideas in courses throughout the curriculum, including high school courses.

Describes each technique in full detail.

Includes teaching objectives, references, materials and estimated time required.

(144pp., \$15.50US, Stock #203.I93)

Introductory Sociology Resource Manual

Edited by Teodora Amoloza and James Sikora

A collection of syllabi, assignments and conceptual tools along with articles and notes reprinted from the journal *Teaching Sociology*.

Features a check list for reviewing syllabi.

(238pp., \$18.50US, Stock #324.I90)

Issues in U.S. Immigration: Resources and Suggestions for High School Teachers and College Instructors

Edited by Charles Jaret

A set of curriculum resources, bibliographies, film suggestions and classroom exercises designed to help beginning sociology students understand the immigration process.

Includes sections on Social and Cultural Aspects of Immigrant Life; Immigration to the United States; The Long View: A Closer Look at Present-Day Immigration; and Controversies about the Impact of Immigration.

(36pp., \$12.50US, Stock #322.I95)

Teaching Sociology in High School: A Guide for Workshop Organizers

By Keith Roberts and Kathleen Piker-King

A guide book for high-school-level teaching workshops.

Covers all aspects of workshops, including preparation, types, topics, materials, displays and expenses. Includes appendices with information on simulated games, a textbook list and workshop evaluation forms.

(28pp., \$6.50US, Stock #I26.I95)

Teaching Sociology

A quarterly journal featuring full-length articles, reviews, essays and tips for sociology teachers.

(Annual subscription, \$50US)

Tips for Teaching Introductory Sociology

By Jerry M. Lewis

A primer for new teachers of introductory sociology. Features chapters on course goals, syllabi, examinations, exercises and core lecture outlines.

(135pp., \$14.50US, Stock #212.T95)

Visual Sociology and Using Film/Video in Sociology Courses

Edited by Diana Papadermas

Twelve articles on using film and video in sociology courses, accompanied by 18 syllabi, guides and assignments.

Includes reviews of films and videos along with a film catalogue, distributor list and index.

(223pp., \$18.50US, Stock #215.V93)

To order the journal *Teaching Sociology*, contact the American Sociological Association Membership Department, 1722 N Street NW, Washington, DC 20036-2981. To order all other publications, contact the ASA Teaching Resources Center at the same address.

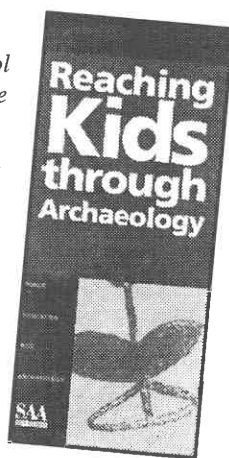
Sociology is the traditional "sister" discipline of anthropology. *TAN* readers who want more information about the ASA Teacher Services Program can also fax 202-785-0146 or e-mail Howery@asanet.org.

Reaching Kids Through Archaeology

"Archaeology can become a trusted teaching tool -- a sure-fire way to reach kids, because they love the puzzles of the past."

This quotation appears in a Society for American Archaeology (SAA) brochure describing SAA resources available to precollege teachers. The brochure continues,

"The adventure of learning about how archaeologists study and interpret the past can be a child's pathway to basic skills. While you [teachers] use the inherent richness and interest of archaeology as a framework, students learn how to think critically, to cooperate with others, and to approach problems and solve them. At the same time, they gain sensitivity to other cultures, a better understanding of the consequences of human behavior (past and present), and an appreciation of our common heritage and the importance of nonrenewable and irreplaceable resources."



SAA resources for precollege teachers include *Archaeology and Public Education*, a quarterly newsletter; *Teaching Archaeology: A Sampler for Grades 3 to 12*, a teaching manual with lesson plans; and *Archaeology and You*, an illustrated booklet describing archaeology as a career. SAA also distributes *Classroom Sources for Archaeology Education: A Resource Guide and Guidelines for the Evaluation of Archaeology Education Materials*. It maintains a directory of archaeologists, a roster of archaeology network coordinators and a survey of State statutes protecting archaeological resources.

All of these resources, except the newsletter (\$10US per year) and the directory (*Archaeologists of the Americas*, \$39.95US) are free. To obtain copies, or to join SAA, contact the Society for American Archaeology, 900 Second Street, N.E., #12, Washington, DC 20002-3557 (TEL 202-789-8200, FAX 202-789-0284, E-MAIL public_edu@saa.org).

Off the Presses

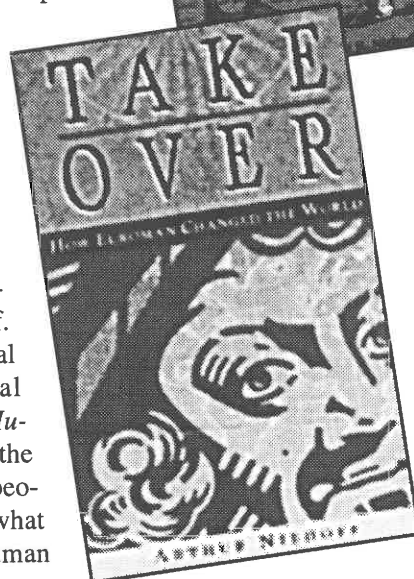
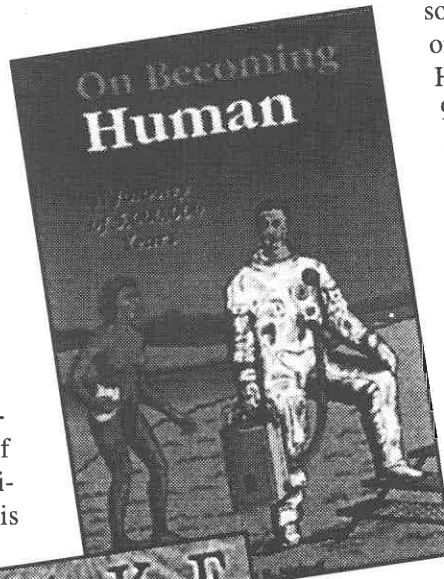
New publishers and publications are beginning to satisfy the long-standing need for precollege anthropology texts.

The Hominid Press

Arthur Niehoff, a former teacher, was disappointed with the literary quality of precollege anthropology textbooks. Believing that the subject matter of anthropology is fascinating while the standard way of presenting it is dull, he embarked on a post-teaching career publishing popularized accounts of anthropology for use in social science and history classes. So far, he has published two books.

On Becoming Human: A Journey of 5,000,000 Years brings to life the long human journey from the dawn of prehistory to the space age. Twelve chapters highlight technological milestones in human history: Tool making, plant and animal domestication, the "revolutions" of urbanism, industrialism and science, and more. Each chapter is divided into two parts. The first part is a fictional narrative, complete with characters, plot and drama. The second part is a question-and-answer discussion between a college student and professor, Niehoff himself. In contrast to traditional histories of political events, *On Becoming Human* is concerned with the daily lives of ordinary people -- the very pulse of what Niehoff calls "our human condition".

Takeover: How Euroman Changed the World is a retrospective look at where humanity has come in the four centuries since "Euroman" took over much of the world. Now the tables are turned. The year is 2020 AD, and aliens have taken over earth. Mary, an extraterrestrial being in the form of a computer, is interviewing the oldest living anthropologist, Dr. Peter



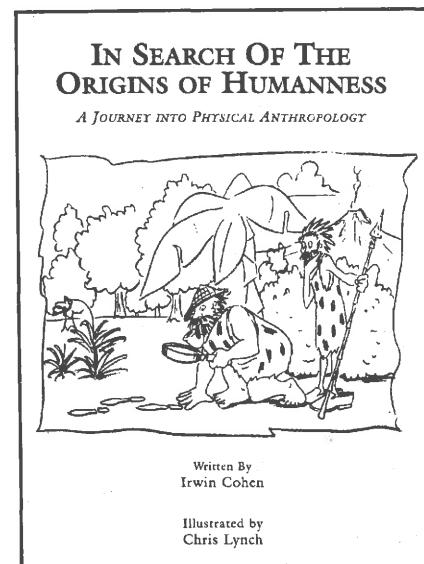
Hermann. The invaders want to learn what they can about vanishing human culture: How did *Homo sapiens* become the dominant species; how did the subspecies Euroman become dominant over peoples of color; and how did European expansionists drastically change the way of life of people everywhere? Once the super race, Euroman is now the subject of "salvage ethnology" -- the study of a dying culture.

The skilful combination of fact and fiction can be a treat for anthropology students and teachers. *Becoming Human* (417pp. softcover, \$14.95US) is designed for use in introductory classes, *Takeover* (250pp. softcover, \$13.95US) for classes in cultural change or history. *TAN* readers can place orders with The Hominid Press, P.O. Box 1481-15, Bonsall, CA 92003-1481 (TEL 800-616-7457, FAX 619-728-6002).

In Search of the Origins of Humanness

Irwin Cohen teaches precollege anthropology at The Buckley School in Sherman Oaks, California. For years, he searched for suitable textbooks in both physical and cultural anthropology. Two years ago, finding no suitable texts available, he began writing his own physical anthropology text for secondary school students. Last year, he finished the manuscript and began seeking to have it published.

In Search of the Origins of Humanness: A Journey into Physical Anthropology consists of 17 chapters ranging from "How to Know an Ancestor When You Find One" to "Tools R Us" and "The Mysterious Neanderthals".



IN SEARCH OF THE ORIGINS OF HUMANNESSE

A JOURNEY INTO PHYSICAL ANTHROPOLOGY

Written By
Irwin Cohen

Illustrated by
Chris Lynch

The first chapter, "The Search for Our Ancestors", is a concise history of the ideas of human evolution and prehistory along with an engaging chronology of the discovery of major hominid fossils. The

prose is clear, jargon-free and generously illustrated with line drawings by Chris Lynch. Activities for students are included as assignments.

Author Cohen would like *TAN* readers to let him know what design features of a precollege physical anthropology textbook would be desirable. Anyone interested in his manuscript can contact him at The Buckley School, 3900 Stansbury Avenue, P.O. Box 5949 Sherman Oaks, CA 91413-5949 (TEL 818-783-1610, FAX 818-907-7193, E-MAIL ic@primenet.com).

Teaching Anthropology Modules

The General Anthropology Division (GAD) of the American Anthropological Association has inaugurated a Module Series in Teaching Anthropology. The editor is Patricia C. Rice of West Virginia University.

The modules, which so far average 24 typescript pages, present key anthropological concepts and methods along with materials for teaching them in the classroom. Although designed for college and university classrooms, the modules could also be used in many high schools -- with little or no modification. Module #1 is *Name that Fossil: An Exercise in Hominid Taxonomy* by Patricia C. Rice and Philip L. Stein of Los Angeles Pierce College; module #2, *Races or Clines?* by Leonard Lieberman of Central Michigan University and Patricia C. Rice; and module #3, *"Race" 1997 and 2001: A Race Odyssey* by Leonard Lieberman.

GAD modules can be photocopied for classroom use. To order single copies -- free of charge -- contact Patricia Rice, Department of Sociology and Anthropology, West Virginia University, 423 Hodges Hall, West Virginia University, Morgantown, WV 26506-6326 (TEL 304-293-5801, x1620, FAX 304-293-5994, E-MAIL price@wvu.edu).

"RACE" 1997
AND 2001:
A RACE
OdYSSEY

Leonard Lieberman

NAME THAT FOSSIL:
AN EXERCISE IN
HOMINID
TAXONOMY

Patricia C. Rice
Philip L. Stein

RACES OR
CLINES?

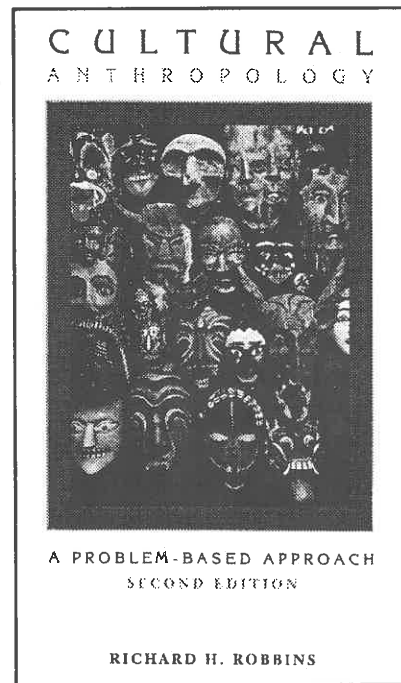
Leonard Lieberman
Patricia C. Rice

Popular Textbook Revised

The popular textbook *Cultural Anthropology: A Problem-Based Approach* by Richard H. Robbins of the State University of New York at Plattsburg has been issued in a second edition. Like the first edition, the second edition challenges students to learn actively and collaboratively,

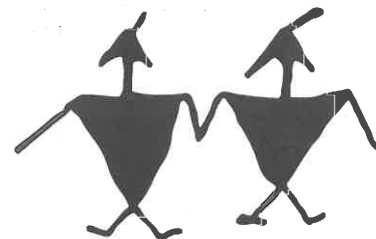
think critically and recognize their own culture as a basis for understanding other cultures.

The book is organized around problems rather than topics. It raises questions such as: How can people begin to understand beliefs and behaviors different from their own; how do societies give meaning to and justify collective violence; and, why are some societies



more industrially advanced than others? This approach leads to an integrated discussion of traditional anthropological topics such as kinship, caste, gender roles and religion. Classroom exercises are provided.

The first edition of *Cultural Anthropology* won the Excellence Award in the Social Sciences from the Text and Academic Authors Association. The second edition builds on the first, adding new questions and discussions. Examination copies can be ordered from F.E. Peacock Publishers, Inc., 115 West Orchard Street, Itasca, IL 60143-1780 (TEL 630-775-9000, FAX 630-775-9003, E-MAIL fepeacock@aol.com).





Anthropology Online

Accelerated growth of the Internet and World Wide Web (WWW) has led to a proliferation of addresses, sites and homepages useful to precollege anthropology teachers and students. Recent issues of *Anthro Notes* (Vol. 18, no. 3), *Archaeology and Public Education* (Vol. 6, nos. 2-3) and *Common Ground: Archaeology and Ethnography in the Public Interest* (Vol. 1, no. 2) have featured guides to these electronic resources. Especially helpful is an article by Margaret R. Dittmore, Anthropology Branch Head of the Smithsonian Institution Libraries, that appears in the Fall 1996 issue of *Anthro Notes* (available on America Online [keyword: Smithsonian→Publications→Natural History Publications]).

Here, culled from these and other sources, is a sample of hundreds of WWW sites of anthropological interest. TAN readers who want more information should, well, get clicking!

General Anthropology

- American Anthropological Association* (<http://www.ameranthassn.org/>)
- AnthroNet* (<http://darwin.clas.virginia.edu/~dew7e/anthronet>)
- Anthropological Resources on the Internet* (<http://www.nitehawk.com/alleycat/anth-faq.html>)
- Anthropology InfoGuide* (<http://ericir.syr.edu -- select Virtual Library>)
- WWW Virtual Library: Anthropology* (<http://www.usc.edu/dept/v-lib/anthropology.html>)

Archaeological Anthropology

- Archaeological Resources Guide for Europe* (<http://www.bham.ac.uk/BUFAU/Projects/EAW/index.html>)
- Archaeology -- Information and Review of Sites* (<http://www.lib.uconn.edu/~lizee/WebRev/archonw3.html>)
- Archaeology and Anthropology for K-12 Teachers* (<http://www.exepc.com/~dboals/arch.html>)
- Archaeology Magazine* (<http://www.he.net/~archaeol/index.html>)
- Archaeology Resource Menu* (<http://www.interlog.com/~jabram/elise/archmenu.htm>)
- ArchNet* (<http://spirit.lib.uconn.edu/ArchNet/ArchNet.html>)
- Links to the Past* (<http://www.cr.nps.gov>)
- Native American Resources* (<http://hanksville.phast.umass.edu/misc/NAresources.html>)

- Public Education in Archaeology* (<http://www.usd.edu/anth/pubed.html>)
- Social Studies Lesson Plans and Resources* (<http://www.csun.edu/~hcedu013>)
- Society for American Archaeology* (<http://www.saa.org>)
- Southwest Archaeology Group* (<http://seamonkey.ed.asu.edu/swa/>)
- Time Traveler* (<http://id-archserve.ucsb.edu/timetraveler/main.html>)

Cultural Anthropology

- American Folklife Center Home Page* (<http://lcweb.loc.gov/folklife>)
- Kinship and Social Organization: An Interactive Tutorial* (<http://www.umanitoba.ca/faculties/arts/anthropology/tutor/fundamentals.html>)
- Native American Sites* (<http://www.pitt.edu/~lmitten/indians.html>)
- Smithsonian Center for Folklife Program & Cultural Events* (<http://www.si.edu/organiza/offices/folklife/>)

Linguistic Anthropology

- Ethnologue: Languages of the World* (<http://www.sil.org/ethnologue/ethnologue.html>)
- Human-Languages Page* (<http://www.willamette.edu/~tjones/Language-Page.html>)

Museum Anthropology

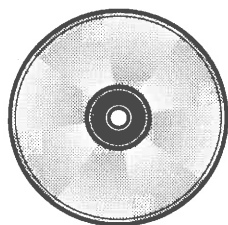
- Canadian Museum of Civilization* (<http://www.cmcc.muse.digitial.ca/cmcc/home.html>)
- Field Museum* (<http://www.bvis.uic.edu/museum>)
- Peabody Museum of Archaeology and Ethnology* (<http://fas-www.harvard.edu/~peabody/>)
- Oriental Institute Virtual Museum* (<http://www-oi.uchicago.edu/OI/MUS/QTVR96/QTVR96.html>)
- Smithsonian Institution Department of Anthropology* (<http://www.nmnh.si.edu/departments/anthro.html>)
- Smithsonian Institution Human Studies Film Archives* (<http://www.nmnh.si.edu/gopher-menus/HumanStudiesFilmArchives.html>)
- Smithsonian Institution National Museum of the American Indian* (<http://www.si.edu/nmai/nav.htm>)
- University of Michigan Museum of Anthropology* (<http://www.umma.lsa.umich.edu/umma.html>)

Physical Anthropology

- The Jane Goodall Institute* (<http://www.gsn.org/gsn/proj/jgi/index.html>)
- Origins of Mankind Homepage* (<http://www.dealsonline.com/origins>)
- Primate Info Net* (<http://www.primate.wisc.edu/pin/>)

For Nova Scotians . . .

The Nova Scotia Archaeology Society has recently created a WWW site at <http://www.ednet.ns.ca/educ/museum/arch/nsas/index.htm>.



Non-Human Primates on CD-ROM

The Multimedia Guide to Non-Human Primates is new CD-ROM

courseware developed by University of Toronto primatologist Frances Burton. It features still and animated color images of more than 200 primate species, along with maps and information on taxonomy, habitat, behavior and conservation. An audio pronunciation guide, glossary, bibliography, notebook and set of quizzes are included.

The *Guide* comes in both Macintosh and Windows versions and costs \$45, including a user guide. The print version, which can be purchased with or without the CD-ROM, costs \$25. Although designed primarily for college classrooms, *The Multimedia Guide to Non-Human Primates* can be used in many high school classrooms as well. *TAN* readers who want more information can telephone 800-526-0845 or contact Chaunfayta Hightower at 201-236-7601 (FAX 201-236-7499, E-MAIL chaun_hightower@aol.com).



FILMS FOR THE
HUMANITIES & SCIENCES®
PO Box 1051, Fort Erie, ON L2A 5N8

VIDEO
PROGRAMS
1996-1997

Anthropology & Archaeology

Video Alert

Films for the Humanities and Sciences®, an American distributor with offices in Canada, offers more than 60 anthropology and archaeology videos suitable for precollege classrooms. Featured in the videos are peoples and sites in Africa, Asia and the Americas, as well as the Ancient cultures of Crete, Greece and Rome -- among others. Special video series explore themes such as Australian Aborigines' "Dreamtime", the Near Eastern desert kingdom of ancient Petra and the life and times of pioneering anthropological fieldworkers. Videos about the Alpine mountain "Iceman" and archaeological investigations of the Battle of the Little Bighorn are only two among many that have been recommended by *Video Rating Guide for Libraries*, *Booklist* and other publications.

The videos range in price from \$59 to \$159US (some are also available as rentals). For more information, contact Films for the Humanities & Sciences®, P.O. Box 2053, Princeton, NJ 08543-2053 (TEL 800-257-5126 or 609-275-1400, FAX 609-275-3767, E-MAIL custserv@films.com). The address of the Canadian office is P.O. Box 1051, Fort Erie, ON L2A 5N8.

eHRAF Collection of Ethnography

The Human Relations Area Files (HRAF) is designed to facilitate the cross-cultural study of human behavior. Since its inception in 1949, the HRAF collection of ethnography has been an important tool for teaching and research, mainly at colleges and universities. With eHRAF, the collection has become accessible to a wider range of investigators.

Each instalment of eHRAF on CD-ROM includes up to 40,000 pages of text and several kinds of graphics. eHRAF runs in both Windows and Macintosh versions and provides rapid access to cultural information in



monographs, articles and dissertations. Indexed by subject and culture, it allows for information retrieval in seconds. eHRAF is also being modified for possible access via the World Wide Web.

For more information on eHRAF, American readers of *TAN* can contact Member Services, Human Relations Area Files, Inc., 755 Prospect Street, New Haven, CT 06511 (TEL 800-520-HRAF or 203-764-9401, FAX 203-764-9409, E-MAIL hrafmem@minerva.cis.yale.edu, WWW <http://www.yale.edu/hraf/home.htm>). Canadians should contact Dr. Helen J. Breslauer (TEL 416-922-1630 or [outside AC416] 800-355-8399, FAX 416-922-1634).

National
Center
for
Science
Education



REPORTS

National Center for Science Education Merges Publications

The National Center for Science Education (NCSE) promotes evolutionism and challenges anti-evolutionism, or scientific creationism, in classrooms and public arenas throughout North America. The Center, based in Berkeley, California, has been producing two publications, the semiannual journal *Creation/Evolution* and the quarterly newsletter *NCSE Reports*. Beginning in 1997, NCSE will merge the journal and newsletter into a comprehensive new publication, *Reports of the National Center for Science Education (RNCSE)*.

RNCSE will continue to provide news and updates about successes and challenges in promoting evolutionism in science teaching. It will also feature the scholarly articles and book reviews that readers have come to expect from *Creation/Evolution*. The new format will give NCSE more flexibility to add commentaries, essays and "perspective" or historical contributions, as well as lower the costs of publishing two different periodicals.

RNCSE will be published six times a year. To subscribe, and to join NCSE, contact the National Center for Science Education, P.O. Box 9477, Berkeley, CA 94709-0477 (TEL 800-290-6006 or 510-526-1674, E-MAIL ncse@natcensci.ed.org). NCSE also has a World Wide Web Page at <http://www/natcensci.ed.org>.



Society for Anthropology in Community Colleges Meets on Teaching

In April 1997, the Society for Anthropology in Community Colleges (SACC) held its annual meeting in Toronto on the theme "Teaching Strategies for the 21st Century". The program featured open panels, roundtables and collegial exchanges on a variety of topics of interest to anthropology teachers at all levels, including precollege. To learn about the outcome of the meeting, contact SACC President-Elect Mark Lewine (TEL 216-987-4513, FAX 216-987-4404, E-MAIL mark.lewine@tri-c.cc.oh.us).

**The Society for
Anthropology in
Community
Colleges
1997
Annual
Meeting**

Toronto, Canada

April 16-19, 1997

**Theme:
Teaching
Strategies for
the 21st
Century**

**CALL FOR
SUBMISSIONS**



Notes on Contributors

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