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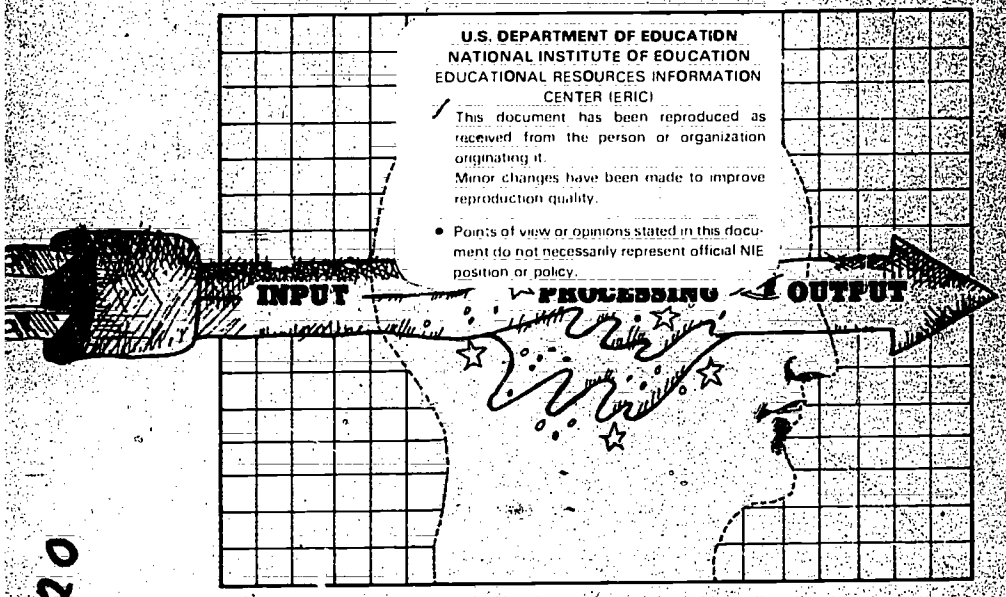
ABSTRACT

An anthropology professor describes the instructional approach used as part of the HELDS (Higher Education for Learning Disabled Students) project. A syllabus for General Anthropology is presented that outlines course composition (mechanics, content, materials) and grading procedures. A sample unit on living primates illustrates the teaching approaches which, it is explained, are intended to enhance all students' learning. Notes on preparation, materials, the class environment, and course development are followed by a discussion of testing mechanics and grading. Appended material includes notes for lessons and a sample quiz. (CL)

INTRODUCING ANTHROPOLOGY TO EVERYONE

by
Marco Bicchieri



THE HELDS PROJECT SERIES
CENTRAL WASHINGTON UNIVERSITY

INTRODUCING ANTHROPOLOGY TO EVERYONE

Alternative Techniques for Teaching General Anthropology to Learning Disabled Students in the University

by
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Central Washington University

HELDS Project
(Higher Education for
Learning Disabled Students)

Instructional Media Center
Central Washington University
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THE HELDS PROJECT AT CENTRAL WASHINGTON UNIVERSITY

The acronym HELDS stands for Higher Education for Learning Disabled Students. It represents a model program funded for three years (1980-1983) by the Fund for the Improvement of Post Secondary Education (FIPSE), a division of the Department of Education. This project was funded as a model for other colleges and universities that are preparing to provide equal academic access for the learning disabled students.

Project HELDS had three major focuses. The first was to provide such access for the learning disabled student under Section 504 of the Rehabilitation Act of 1973. This we did for learning disabled students, most of whom were admitted without modified requirements to Central Washington University. These students were not provided remedial classes. They were enrolled in classes with other college students. The help that we gave was habilitative, rather than remedial, teaching them how to compensate for their weaknesses.

The habilitative training began with identification of those who were learning disabled and included, but was not limited to, such support services as taped textbooks (provided through the services of our Handicapped Student Services Coordinator), readers, writers for tests, extended time for tests, pre-registration with advising to ensure a balanced schedule, the teaching of study skills and tutoring by tutors from the campus-wide tutoring program who were especially trained to tutor learning disabled students.

The second focus of the project was to give a core of twenty faculty teaching classes in the basic and breadth areas a sensitivity to the characteristics of students who were learning disabled so that they could modify their teaching techniques to include the use of more than one modality. This ensured an academic environment conducive to learning for the LD. The faculty members participated in monthly sessions which featured experts in the field of learning disabilities, and in the area of the law (Section 504) that deals with the handicapped student and higher education. There were several sessions in which Central Washington University graduates and currently enrolled LD students shared their viewpoints and experiences with the faculty members. As a result of this some faculty members used the students as resource people in developing curricula for their various disciplines published in this series.

The third focus of the project was to make the university community aware of the characteristics of learning disabilities and of the program at Central. It also sought to encourage other colleges and universities to initiate such programs.

WHAT IS A LEARNING DISABLED STUDENT?

People with learning disabilities have handicaps that are invisible. Their disability is made up of multiple symptoms that have been with them since childhood. Many of them have been described as "dyslexics," but if they are categorized as dyslexic, this will be only one of their many symptoms, as a sore throat is only one of the many symptoms of a cold.

Three concise descriptions of the learning disabled children are provided in Hallahan and Kauffman:

"The National Advisory Committee on Handicapped Children (1968) proposed the following definition, which was adopted by the 91st Congress:

> Children with special disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.

Task Force II of a national project (Minimal Brain Dysfunction in Children: Educational, Medical and Health Related Services, Phase Two of a Three-Phase Project, 1969) wrote the following two definitions:

> Children with learning disabilities are those (1) who have educationally significant discrepancies among their sensory-motor, perceptual, cognitive, academic, or related developmental levels which interfere with the performance of educational tasks; (2) who may or may not show demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, sensory deprivation or serious emotional disturbance.
>
> Children with learning disabilities are those (1) who manifest an educationally significant discrepancy between estimated academic potential and actual level of academic potential and actual level of academic functioning as related to dysfunctioning in the learning process; (2) who may or may not show

demonstrable deviation in central nervous system functioning; and (3) whose disabilities are not secondary to general mental retardation, cultural, sensory and/or educational deprivation or environmentally produced serious emotional disturbance.[1]

Although the preceding definitions are concerned with children, the President's Committee on Employment of the Handicapped, in their booklet *Learning Disability: Not just a Problem Children Outgrow*, discusses LD adults who have the same symptoms they had as children. The Department of Education (Reference Hallahan & Kauffman) says that two to three percent of the total public school population are identified as learning disabled and that there are over fifteen million unidentified LD adults in the United States, acknowledging, of course, that people with this problem are not restricted to the United States but are found all over the world.

We know that many learning disabled persons have average or above average intelligence and we know that many of these are gifted. In their company are such famous gifted people as Nelson Rockefeller, Albert Einstein, Leonardo da Vinci, Thomas Edison, Hans Christian Anderson, Auguste Rodin, William Butler Yeats, and Gustave Flaubert.

The causes of learning disabilities are not known, but in our project each of our identified learning disabled students shows either an unusual pregnancy (trauma at birth, such as delayed delivery, prolonged or difficult delivery) or premature birth. They oftentimes have a genetic family history of similar learning disability problems.

An exerpt from my *Criterion and Behavioral Checklist for Adults With Specific Learning Disabilities* has been included as Appendix A.

/s/ MCS
6 June 1982
Ellensburg, Washington

[1]Daniel P. Hallahan and James M. Kauffman *Exceptional Children* (Englewood Cliffs, New Jersey: Prentice-Hall, 1978), pp. 121-122.

I. INTRODUCTION

The materials that follow are a formalized presentation of the results of an academic season of learning and experimenting. The learning constituted the initial phase in the HELDS project. In this initial phase one had to cross the line between the perceived and the tangible in the field of education for the learning disabled. The project's participants had been selected for their acknowledged didactic sensitivity. They, therefore, came in with a feeling and a strategy for dealing with problem students. The learning meant realizing that additional support for the LDs can be brought forth through the systematization of "classroom procedures" as compared and contrasted to leaving "it all" to special teachers for special students. The learning meant coming to grips with the realities of the diagnostics involved in LD and the "language" correlated to learning disabilities.

The second phase was one of the experimentation: that is, transferring the *learned* into the *taught*. This second phase was not an easy one. The enclosed pages represent an attempt to bring together the learning and the experimenting; they represent the juiced-down approach to a semi-formal program for introducing general anthropology to learning disabled students. The *learning* supplied the perception and lexicon that was needed to activate sensitive involvement and its verbalization; the *experimenting* supplied the feed-back of tested techniques.

The hope remains that in the midst of all the verbiage that follows, a proverbial pearl may be found. In the context of the human collective life, anything that heightens perception of the social environment is a plus. Maybe the suggestions that follow will, even if little, heighten such perception.

II. SYLLABUS
(Developed by MGB: a "sample")

What follows in the next five pages is a copy of the syllabus that was used in General Anthropology in Fall of 1981. At this juncture it was felt that a "real" syllabus, that is, one that was actually used with real dates and assignments, would be more valuable than a "sample." It should be noted (1) that we are dealing with General Introductory Anthropology as suggested in the title of this booklet, and (2) that this document pre-existed on the whole but was modified on the basis of education and experimentation associated with the HELDS project.

The more specific features of the course in terms of actual delivery of the materials are presented in Section III, under the heading *Didactic Strategy*. At that time more will be said as to the implementation of the syllabus. It should be understood, nonetheless, that the placement of the

syllabus in this initial phase is not fortuitous. As the discusssion of Section III will stress, the syllabus of a course represents a covenant between instructor and instructees. This covenant covers the intent, content and structure of the course, thus allowing the parties to operate effectively in a reliably structured academic environment. A reliably structured environment does in fact foster individual adaptation and expression much more than a loosely organized situation. The significance and structural aspects of the syllabus will be modified according to the level of instruction and subsequent matter.

ANTHROPOLOGY 107 STUDENT _____

GENERAL ANTHROPOLOGY
(IBM — 1089)

FALL 1981 — 2nd Period 10 a.m. M-F INSB 211
INSTRUCTOR: M.G. BICCHIERI
INSB. 338 OFFICE HOURS: II Period M & W
AND / OR BY APPOINTMENT

BASIC GENERAL SURVEY
BEING RE-INTRODUCED
TO THE "HUMAN ANIMAL"

A. *GENERAL STATEMENT:* This is a general, *broad survey* of the field of Anthropology both in terms of its concern as well as its operation. We will try to understand biological *and* cultural HOMO a little better and develop *basic concepts* with which to *perceive the world from a less biased perspective.* We must know ourselves and others better... in fact, without this understanding we may take a fatal fall in our adaptive path through space and time. While not stressing details we will make sure that we *develop a basic factual and conceptual terminology* that will allow us better chances for effective communication today...and tomorrow.

B. *COMPOSITION OF COURSE:*

MECHANICS: We have a pretty clear *textbook* and effective, supportive audiovisual materials...so we will use our *lecture time to clarify, discuss and expand, not to duplicate!* I am dedicated to education rather than just instruction...so learn from the beginning to tune-in and *ask questions*...discuss...*participate!! DO NOT wait for the end of the term*...seek me out from the very beginning!

As to class behavior: *do as you expect to be done*...i.e.,...courtesy-begets-courtesy, and xxx-begets-xxx!!

NOTE:

Make sure that if you have a *legitimate* (officially recognized) *LEARNING DISABILITY* you identify yourself and your disability from the *very beginning.* While course standards should not and will not be lowered all possible means of help will be attempted. Sets of helpful notes are also available.

CONTENT: Learn your enclosed calendar inside-out!...if in doubt ASK...there should be no excuses for not being able to follow...it's all laid out for you!

MATERIALS:

(1) *Hoebel's ANTHROPOLOGY:* V Edition ('A' in calendar). Note assigned chapters in calendar. Should be available second hand. (If you have great difficulty in obtaining a copy ask, there should be a readable one in University Library *and* Department Library.)

(2) *LECTURES*...part of course...make sure you follow!...For weekly "topic-objectives," see calendar.

(3) Movies and tapes ('A/V' in calendar) are 100% *of the course*. Note their timing on the calendar under "Activities/Items".

(4) Keep up with *contemporary mass-media* as we will try to make material relevant to the here/now.

*(5) The student remains responsible for all changes that are communicated in class...*absence is no excuse*...if you miss class make sure you take the trouble to ask around!!!

C. *GRADING:*
TESTING

1. 9 quizzes (100 pts. each) When? As noted on calendar. What?: Objective dealing basically with readings/materials of the week *but* with items on lectures and A/V included (*only* 7 highest quiz-scores counted. *Students who take all quizzes* get to drop the 2 lowest scores...students who miss 1 or 2 quizzes drop the 'blank' space of missed quiz(zes).(*) 700
2. *IN-CLASS EXAM* (TIME: As per Calendar!) Objective...same style as quizzes. General nature of content will be discussed in class in good time 300
3. *ALSO* you are asked for a *course evaluation* and comments to be dedicated to posterity (this is a take-home to be handed in on or B/4 time of (2) In-Class Exam. TIME: As Per Calendar 000

MAXIMUM POSSIBLE.....1000

NOTE: (a) Quizzes are generally returned at the end of the class meeting following the one in which the quiz was taken. b) Each student is responsible for his/her exam when returned in class! The instructor carries no responsibility for the corrected quizzes after the return time.

(*) PRORATING: There are NO make-ups in this class...*Please save us both embarrassment — do not ask for them!)...Do not miss quizzes...if it happens and you miss more than 2 quizzes and as long as you have taken at least 5, I "PRORATE" (= average-out scores of quizzes taken, round up on the lower-end,) and assign derived score to missed quizzes).

NOTE: ONLY QUIZZES WILL BE PRORATED!!! *NOT EXAM*

Needed adjustment in testing will be sought for legitimate cases of Learning Disability.

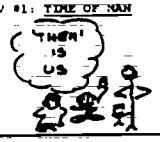
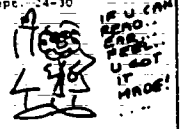
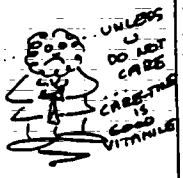
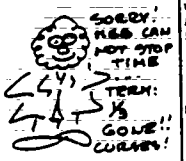
GRADE BASIS: Need 500 points out of 1,000 to get a passing grade (D-)!!! Above 500 we develop a "relative curve"...*attendance/participation*, completing *assignments*, and *taking all quizzes* will be counted in your favor when you are mathematically placed between two grades or fractions thereof...A super 'Last-Exam' is capital.

QUIZZES, EXAM, & EVALUATION: Made of T/F questions...not trivia but requiring updated *reading* and *attendance* for good score. Questions are 5 points each...20 on each quiz. Exam has 60 questions also at 5 points each for total of 300 points. *Also expected — a course evaluation* (no score 4-it).

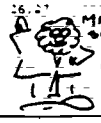
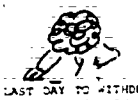
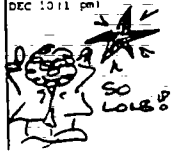
NOTE: Presence is mandatory on the last day (noted on calendar's schedule). Your grade for the course will be distributed for you to see and check...failure to be present that day will forfeit you chance for exam/grade debate and benefit-of-doubt.

IF YOU TAKE THIS SYLLABUS AND THE ENCLOSED CALENDAR SERIOUSLY AS YOU, A SELF-RELIANT COLLEGE STUDENT SHOULD, YOU WILL HAVE NO TROUBLE GETTING VALUE OUT OF THE COURSE AND WITH LITTLE PRESSURE! (i.e., because of the subject matter requirements, weekly study assignments are uneven...you must anticipate and spread out the load according to your total schedule!!)

WITHDRAWALS:
NOTE: *'W' ARE NOT AUTOMATIC...IF WARRANTED, APPROACH TEACHER IN GOOD TIME* AND MAKE *GOOD CASE* AND MAKE SURE YOU HAVE A "PASSING GRADE" AT—THE TIME!!

DATE	TOPICAL OBJECTIVES	CLASSROOM ACTIVITY	ASSIGNMENT
WEEK I (Sept.21-25) REGISTRATION Sept. 22, 23 CLASSES BEGIN Sept. 24 CHANGE OF SCHEDULE Sept. 24-30	COURSE MECHANICS: STATEMENT OF INTENT AND CONTENT DISCUSS SYLLABUS... THE WHAT'S AND THE HOW'S	CAPITAL: SYLLABUS PASSED OUT... GET INTO GEAR RIGHT NOW!! A/V #1: TIME OF MAN 	MEMORIZE SYLLABUS...GET A FEELING FOR THE CAM- PAIGN AHEAD!! PRE-USE TEXTBOOK ('A')...GO THROUGH...NOTE: MAPS, SUMMARIES, GLOSSAY, (READ SUMMARIES B/4 CHAPTERS) STUDY 'A': 1, 2, 16 *(THIS READING ASSIGNMENT MUST BE PRE- PARED NOW AND BECOMES "FAIR GAME" FOR USE IN CLASS WEEK II &-IN- QUIZ #1 (October 2nd)
WEEK II (Sept.28-Oct. 2) CHANGE OF SCHEDULE Sept. 24-30 	LOOKING OVER THE FIELD OF ANTHROPOLOGY: BEGINNINGS AIMS PRINCIPLES AND THE NATURE OF: CULTURE-SOCIETY (...human curiosity at its best!!!) and the human strategy	NOTE: QUIZ #1 (10-2-81) DO NOT FAIL TO MAKE USE OF BITCH-BOX IN QUIZZES...A FEED-BACK TOOL! A/V #2: LOWER THAN THE ANGELS	...LIKE NOW YOU STUDY:..... 'A' 2,4,5,6. (JUST SUMMARIES FOR 3-4) STUDY ENTIRE 'A' 5&6 FOR "LEGAL-USE" WEEK II...DISCUSSIONS & QUIZ #2 (10-9-81) ...GOT THE SYSTEM? OK...LET'S GO!!!!
WEEK III (Oct. 5-9) 	MAN'S PATH THROUGH TIME ITS BIOLOGICAL AND CULTURAL ADAPTATION ...THE EVOLUTION OF THE CULTURE-CARRYING ANIMAL... (...the process, the primates, and "missing link??")	QUIZ #2 (10-9-81) YOU HAVE A FEELING OF QUIZZES NOW...ACE-THEM A/V #3: SURVEY OF THE PRIMATES A/V #4: ATOM AND ARCHAEOLOGY	...IF YOU DO NOT READ AHEAD...THE DISCUSSION -LECTURES & QUIZZES WILL BE TERRA INCOG- NITA (A DIRTY WORD... 4: WA'S THAT?) STUDY 'A': 7,8,9,10
WEEK IV (Oct.12-16) 	MAN'S PATH THROUGH TIME CONTINUES... WITH LESS BIO- AND MORE MENTAL STRATEGY!!! (...all the way to Homo not-so-sapiens!!)	QUIZ #3 (10-16-81) KIND OF FUN NOW? NO?? A/V #5: DR. LEAKEY AND DAWN OF MAN A/V #6: EARLY STONE TOOLS	...MAKE SURE YOU CARE THE IMAGES OF A/V INT YOUR READINGS AND CLASSROOM...THEY ARE HELPFUL IF TAKEN SERIOUSLY STUDY 'A': 11,12,13,1 (RESPONSIBLE ONLY 4-SUMMARIES OF 'A' 13 and 14)

DATE	TOPICAL OBJECTIVES	CLASSROOM ACTIVITY	ASSIGNMENT
WEEK V (Oct.19-23) 	HUMANS SPREAD ALL OVER THE WORLD AND FOOD-PRODUCTION...URBANISM - "CIVILIZATIONS"... CULTURAL-ECOLOGY... (...the piling up of garbage...; material-social devices to cope)	QUIZ #4 (10-23-81) BY NOW QUIZZES SHOULD NOT HURT SO MUCH A/V #7: HARVEST OF THE SEASONS A/V #8: SLASH AND BURN AGRICULTURE	KEEP UP WITH YOUR ASSIGNMENTS...OR... IT'LL HURT LATER! STUDY 'A': 15,17,18,19, 20 (RESPONSIBLE ONLY FOR SUMMARIES OF 'A' 17) NOTE: ANTICIPATE HEAVY WEEKS! LOOK OVER FUTURE READING ASSIGNMENT TO AVOID BOTTLENECKS!'
WEEK VI Oct.26-30) 	...HUMAN-SOCIAL-TECHNOLOGY...IN... RELATION TO "THINGS" OTHER HUMANS...THE INDIVIDUAL STRATEGY ...AND CHANGE... (...human capacity for complex behavior in action)	QUIZ #5 (10-30-81) DO NOT MISS THE QUIZZES ...EVERY LITTLE BIT HELPS A/V #9: TREE-HUNTERS OF TISTASSINI ATTEND!! IT REALLY COUNTS!	...AN EXCELLENT TIME 4 GOING OVER THE SYLLABUS...JUST FOR: BETTER-TO-BE-SURE-THAN-SORRY!! STUDY 'A': 21,22.. ...ALSO STUDY: NOTES: *KINSHIP DIAGRAM (C-NOTES)
WEEK VII Nov. 2 - 6) 	MINIMAL...HUMAN GROUPS THEIR NATURE IN PHYSICAL & SOCIAL SPACE-TIME INTERACTIVE BONDS LINKS...THE 'FAMILIAL' GROUP (what's all this story about incest...is it relative?) KINSHIP-DIAGRAMMED!	QUIZ #6 (11-6-81) PAST THE QUIZ MID-LINE ...CHECK RESULTS A/V #10: FOUR FAMILIES	...SET INTO THESE CHAPTERS...DO NOT LOSE YOURSELF INTO DETAIL BUT GET ALL ESSENTIAL LEXICON AND CONCEPTS. USE KINSHIP-DIAGRAM FOR SUPPORT!!! STUDY 'A': 23,24,25, 26,27 (Responsible only for summaries in 'A' 25-26-27)
WEEK VIII Nov. 9-13) VETERAN'S DAY HOLIDAY WEDNESDAY, NOVEMBER 11 	THE INDIVIDUAL IN RELATION TO THE LARGER GROUP... KINSHIP-NATURE & TERMINOLOGY SOCIO-POLITICAL ORGANIZATION.. (...what's this mixed up mess!!!)	QUIZ #7 (11-13-81) A/V #11: HUER A 'STRONG' A/V .. JUST ANOTHER STRATEGY... C IF YOU'V LEARNED 'THAT'	...STAY WITH IT ...WE ARE TURNING TO THE "HOME STRETCH" STUDY 'A': 28,29, 30 (Responsible only for summaries in 'A' 29)

DATE	TOPICAL OBJECTIVES	CLASSROOM ACTIVITY	ASSIGNMENT
WEEK IX Nov. 16-20) 	SOCIAL ORDER AND DIS-ORDER...IT'S RELATION TO HUMAN STRATEGY... WORLD-VIEW AND EMIC-ETIC APPROACH (...keeping the variability at workable level...colored-glasses view of the world)	QUIZ #8 (11-20-81) A/V #12: COWS OF DOLO KEN PAYE A/V #13: XINGUANAT ABORIGINES OF SOUTH AMERICA	IF IN DOUBT ASK! LAST CHANCE TO CLEAN UP SLATE!!. MAKE SURE YOU HAVE COPIES OF ALL QUIZZES TAKEN STUDY 'A' ..1,32,33,3 35,36 (CHAPTERS 34,35,36 Responsible only for summaries...)
WEEK X Nov. 23-27) THANKSGIVING RECESS NOON, NOV. 25 26,27 	REVIEW OF SYLLABUS AND COURSE MECHANICS. MISS AT OWN RISK! MOST IMPORTANT: EVEN MORE THAN THAT: ESSENTIAL !	NO QUIZ!!! THANKS I NEEDED THAT! EVALUATION DITTO A/V #14: Dead Birds (TURKEYS ?)	WE START ON 'A' ASSIGNED WEEK XI CLEAN YOUR SLATE ! STUDY 'A' 31,32,33,3 35,36 (CHAPTERS 34,35,36 Responsible only for summaries.)
WEEK XI (NOV. 30-DEC. 4)  LAST DAY TO WITHDRAW W/PERMISSION NOVEMBER 30	...AS NOTED ABOVE... LOOK OVER THE LAST TOPICS...RELIGION, LANGUAGE...AND: TO WHAT USE? (...let's hope that we have added enough bag know-how to see the queer as just "different")	QUIZ #9 (12-4-81) A/V #14: BROKEN TREATY AT BATTLE MOUNTAIN A/V #15: THE WORLD OF FUTURE SHOCK A/V #16: ICE PEOPLE	REVIEW ALL MATERIALS FOR IN-CLASS EXAM 12/7/81...READINGS AND QUIZZES!!!!! MAKE SURE YOU HAVE PREPARED YOUR CLASS EVALUATION TO HAND IN 12/7/81
WEEK XII DEC. 7-11) EXAM PERIOD DECEMBER 8,9,10,11 FINIS	12/7/81 LAST CHANCE TO HAND IN "COURSE-EVALUATION" SHEET!!! (...easy as you go! is harvest time!!)	IN-CLASS EXAM (10 am MONDAY 12/7/81) .....ALSO..... MANDATORY MEETING FOR COURSE FINALIZATION DEC. 10, THURSDAY (1 pm)	DO NOT MISS ESSENTIAL ...GRADE-EFFECTING MEETING..THURSDAY DEC 10 (1 pm) 

SAMPLE UNIT DRAWN FROM SYLLABUS

The combination of syllabus, multi-channel delivery and continuous feedback are the features that give penetration capability to the materials. The combination of syllabus and teaching strategy (more specifically dealt with in Section III) will suffice to reveal the didactics of *Introduction to Anthropology for LDs*. The following enclosure shows one specific set of notes as a demonstration of their content and structure (further examples of note-segments in Appendix B). Notes such as these are made available, not mandatory, the week before their content is treated in the classroom.

This particular unit, dealing with LIVING PRIMATES, is a good exemplification of the import of this added "written word" instrument. In this section we are dealing with elements which are potentially new to all students and replete with non-English derived terminology. It is in this kind of situation that the multi-faceted approach is most advantageous. In addition to the notes and the textbook, audiovisual materials are used to advantage in conjunction with the blackboard. The element of multi-channel repetition is, therefore, brought forth with the minimum investment of precious time. The notes themselves are typed and duplicated in a clear and segmented fashion and basically duplicate the instructor's notes while maintaining close contact with the textbook presentation.

Treating the total teaching strategy follows in Section III. At that time the individual components of course content will be treated in detail. It was felt that a sample of notes at this point would help to better understand later discussions.

LIVING PRIMATES (A' = 5)

(A) ORDERING-CLASSIFYING

I. *GENERAL POINTS:*

a) NEED-PREDICTABILITY
b) GROUP SIMILARITIES/DIFFERENCES
c) ARBITRARINESS: MAN-MADE CONSTRUCTS
d) SOUND-BASIS ON "GENUINE TRAITS" (i.e. STRUCTURE/MORPHOLOGY; FUNCTION; DEVELOPMENT; EVOLUTIONARY/HISTORY)
e) CONSENSUS THAT HSS = PRIMATE

II. *LINNEAN SYSTEM & H.S.S.*

a) KINGDOM	PHYLUM		SUB/PHYLUM
CLASS	SUBCLASS		INFRA/CLASS
ANIMAL	CHORDATE		VERTEBRATE
MAMMAL	EUTHERIA		PLACENTAL
b) ORDER	PRIMATES		
SUB-ORDER	ANTHROPOIDS		
INFRA-ORDER	CATARRHINES	(+ PLATYRRHINES)	
	(+ PROSIMMI)		
	(TARSIFORMES/LORIS FORMS/ LEMURIFORMES)		
SUPERFAMILY	HOMINOIDS	(+ CERCOPITHECOIDS)	
FAMILY	HOMINIDS	(+ PONGIDS/HYLOBATIDS)	
		(COLOBIDS/CERCOPITHECIN)	
GENUS	HOMO	(+ AUSTRALOPITHECUS)	
		(PAN/PONGO/HYLOBATES)	
SPECIES	SAPIENS		
VARIETY	SAPIENS		

(B) PRIMATE CHARACTERISTICS:

DIFFERENCE PRIMATE/OTHER MAMMALS DEGREE RATHER THAN KIND

I. GROSS-MORPHOLOGY

BRAIN SIZE/COMPLEXITY INCREASE
EYES FORWARD; CLOSED EYE-SOCKET; STEREOSCOPIC/SHARP VISION
FACE REDUCED PROGNATISM & SMELL
HAND PREHENSILE (OPPOSABLE THUMBS) SENSITIVE UNDERTIPS; TACTILE DIGITS

FEET FLEXIBLE TOES SUPPORT HOMINIDS = STRUCTURES
NO RUTTING SEASON

REPRODUCTION NO LITTER (2-MAMMARY GLANDS)
LONG INFANT DEPENDENCE

II. *FINER DISTINCTIONS* BLOOD, SERUM,
PROTEIN, CHROMOSOME,
ONTOGENETIC (BAER'S RULE)

(C) LIVING PRIMATES

(SMALL & TREE/DWELLING)

I. *PROSSIMIANS:* *QUADRUPEDAL* *PRONOGRADE*
TREE-SHREWS
TARSIER
LEMUR

II. *ANTHROPOIDS:* *MONKEYS*
PLATYRRHINE
CATARRHINE
(BABOON = TERRESTRIAL)
APES
GORILLA *CAN WALK*
CHIMPANZEE
ORANGUTAN
GIBBON
SIAMANG HORTOGRADE
HUMANS HOMO *WALKS*

(D) PRIMATE BEHAVIOR

I. WE ARE ALL PRIMATES (SHALLER + GOODALL)

II. SHARE SIGNIFICANT SOCIAL TRAITS WITH PRECURSOR OF MAN

III. DIDACTIC STRATEGY: FOR GENERAL INTRODUCTORY ANTHROPOLOGY

There are no general characteristics in the study of anthropology that require specialized strategies for teaching LDs that would not apply to the general student population. Of general didactic concern would be: a) the introduction of specialized terminology in the two major subfields of Cultural and Physical Anthropology and subfields such as Linguistics and Archaeology and b) the reliance on audio-visual materials which are necessary to introduce "other-peoples, other ways." We must consider that, while the general reliance on new terminology and audio-visual applies here and will be considered, our major concern is *for basic expansion of didactic penetration which operates within the perimeters of high level or multi-modal delivery on the one hand and time constraints on the other.* We will therefore address ourselves, in this section, first to the elements that must constitute a general strategy to reach the LDs and second, to some specific "for-instances."

General Strategy: A number of essential teaching elements and modes of delivery are already consciously or subconsciously present in college classrooms, but not all these elements and modes are taken into consideration in all classes at all times. If the goal is to reach learning disabled students, then we must go through the checklist and make sure that all possible completeness of delivery is attained. As long as no compromise in quality is made and the relation between time and subject matter is respected, then the educational goals of the discipline should be enhanced for all students, not just LDs.

A primary consideration is the identification of LDs and determination of their conditions. All considered, the most effective device for identification is the direct open approach that involves the entire class. An invitation to LDs to identify themselves and their disabilities is printed in the class syllabus. When the class syllabus is read and discussed with the entire class at the beginning of the course, particular and pointed references to this item is made (see reference on page 1 of enclosed syllabus). Learning disabilities can be detected through classroom feedback, but the time factor may not allow the luxury of late discovery and, therefore, remediation. Emphasis here should be placed on the fact that learning disabilities, for us all, are the rule rather than the exception. Some disabilities are less easily detected, acknowledged and compensated for. We must make sure that we create a climate that will favor admission of problems; this in the long run will create a more conducive situation for successful compensatory devices — not just to the LDs' benefit, but to the benefit of all involved.

Following official identification, some compensatory strategies can be applied immediately. Such strategies include seating arrangements and referral to LDs, services such as taped textbook and/or tutoring services, etc. Once identification and basic adjustments are made, the rest of the

presentation of subject matter should not be altered qualitatively or quantitatively. One possible exception should be potential testing alternatives to be sought to meet specific circumstances (see syllabus page 2 on this subject). It is essential that it be understood that the direction of "compensation" is the utilization of a range of teaching modes to meet the course standards *rather than* reduction in course standards to meet the LDs wishes. After all, the one area in which LDs are not by definition disabled is intelligence.

COMPENSATORY TEACHING MODALITIES:

First and foremost it is understood that what follows is a set of didactic devices which are not directed at LDs per se but are intended to enhance comprehension of subject matter for all students. Anthropology as a field deals with subject matter new to most students and depends on clarity of transmission for assimilation. The treatment that follows is to be seen as a whole but, for practicality, is subdivided in a number of sections. These sections are: preparation, materials, environment, course development, and testing mechanics and grading.

Preparation: Proper, careful setting up of the course can not be overdone. Many of the features used in the course of the teaching terms depend on thought out prearrangement. With respect to preparation: materials and environment are equally important in the successful transmission of content.

Materials: Textbooks deserve careful selection in all cases: the presence of learning disabilities makes that selection even more vital. Once the decision is made on a textbook, one must make sure that it is on tape or facilitate taping by making a copy of the text available to the taping office in plenty of time. This is one of the items that needs lead-time. Some texts are already available in taped form but others need to be prepared. Other materials that need to be ready before course inception are the *syllabus* and any notes that are to be used with lectures. All audiovisual supporting materials must also be integrated at this time in that their effectiveness is predicated on their timing in the context of other elements. Aside from the *mechanics* of the course that require this early production and integration, other reasons exist. One such important reason is to be found in the opportunity for students to preview course intent-content and materials. This opportunity for preview is particularly significant to students who have to advantage themselves of compensatory devices in order to fit into the existing process.

Environment: One must make sure that the space in which instruction takes place is as conducive to learning as possible in terms of transmission as well as reception. One has to operate within the confines of what is available and feasible, *but* one should be sure that the room

allows for the multi-modality approach that is consistent with maximum reception range for LDs: a lot of good visible blackboard space, projection screen plus stations for projection of different kinds such as movies, slides, overhead, etc.:. Seating arrangements are of great importance and should allow for alternative requirements related to different disabilities.

Physical facilities are not, of course, the entire environmental consideration; one must also consider a good "atmosphere" in terms of the mental and emotional climate. This atmosphere, as well as material provisions, facilitates learning. Later we will add some thoughts as to features which help create and maintain this atmosphere.

Course development: What follows at this point is a descriptive, expanded look at the evolution of an introductory general anthropology class through the course of an academic term. As noted above, it is essential that LDs and their specific deficiencies/needs be identified to maximize intructional success. In order to achieve this goal, one must make sure that there exists an open line with any specific learning disability programs present on campus. Such open line of communication is needed in terms of pre- and post- identification strategies. We must realize that we are dealing with a "range" of disabilities as well as a range of official recognition and responses.

The first activity to take place at the inception of the class is the institution of a plan of action in terms of both intent and content of the course. To this end our trusted device is the *SYLLABUS*. I would consider this the single most essential step in the conduct of the course, close in significance to the subject matter itself. There may be more stress on subject matter and less on mode of transmission as one moves towards upper division courses, but at an introductory level, as you set the foundations of a discipline, it is essential that the student be given a clear sense of course direction and strategy. The syllabus represents a basic *covenant* between the instructor and the instructees and it says: when in doubt check me out!!! The importance the instructor gives to the syllabus will be reflected in the importance the students will give to it. It is not too much to invest an entire class period in the distribution and perusal of this "document." Distributing it is not enough — one must read and study this document with the class and put emphasis where emphasis is needed and elicit questions as clarifications are needed. One may go as far as letting the students know that the first test will carry questions on the syllabus' content; *that* always seems to get a response.

Let's re-emphasize the fact that we are dealing with an introductory course. While the general instructional pattern may remain the same, the more advanced classes must respond to changes both in student abilities, and the demands of the material. The procedures instituted at the introductory levels are identifying and compensatory in nature, not substitutive in terms of content. There must be recognition of the fact

that acquisition of compensatory devices is target number one. These acquired devices will and must assist learning disabled students through improved reception and demonstration of reception of content as well as in terms of their selecting subject matter that is attuned to their needs-potentials. Let's then proceed with a sequential look at the syllabus and "typical" delivery of materials. None of the delivery elements constitutes an invention in itself; the innovative component should become the commitment to maximize content-transmission through the use of as many of these elements as possible.

The syllabus in itself, when properly set up and introduced, constitutes an open door for the committed student (LD or otherwise) to enter the hall of learning. Knowing in advance what will take place and when is a *sine qua non* at the introductory level. The student can note the distribution materials ahead of time and consequently arrange his/her timetable to pace himself in the course and between courses. To be able to map one's strategy ahead of time should in itself be invaluable to LDs and constitute a guarantee of successful completion. In fact, it is more than just helpful to have the syllabi available at some reasonable time before the term in which the course is taught so that arrangements for special help can be made, i.e. books on tape, etc. The *self-pacing* feature must be emphasized and set into perspective with other correlated instructional and testing features.

One of the instructional features on which successful content transmission depends is the scheduling of reading assignments. The readings are assigned as due-for-study one week before the topic is due for class presentation (to better understand this point one should turn to the syllabus' calendar). When the student is faced with new topics in the context of university instruction, it is essential that pre-discussion exposure to the material takes place. Only with pre-exposure can full advantage be taken of classroom lecture and discussion. This procedure, essential to LDs, is vital to subject matter such as anthropology, a pre-college exposure to which is non-existent. The same calendar column that carries reading assignments also carries other timely reminders of deadlines.

Another calendar column contains "topical objectives" and is useful in relating the parameters of time and subject matter. The student must be aware of the overall unit target, then the pieces can be fitted in more easily. This concern is re-enforced at the beginning of each instructional week. Having a clear learning target in [illegible]'s mind facilitates keeping a sense of direction and motivates its pur[illegible]. The "classroom-activity" column needs little explanation in that it only functions to remind, to avoid surprises. It is in the column on "classroom activities" that timetables on tests and audiovisuals are to be found. There will be more about testing in the discussion of grading. We have already noted the use of audiovisual materials as one of the component elements of a multi-faceted approach to content transmission.

Testing Mechanics and Grading: Let's face it, for the majority of the students this is the proof of the academic pudding. Class procedures are set up to take maximum advantage of this "interest." Testing is basically continuous on a weekly basis. This continuity is a crucial feature for LDs in that it works as a prompt and constant feedback system. It is set up to provide a two-way channel to indicate both student and instructor performance. The weekly quiz (see Appendix C) is of an objective type, generally true/false, whose major target is to cover the combined materials from the textbook, lectures and audiovisual. Like all objective exams, it is not the ultimate test of knowledge but a reasonable measure of it. Weekly tests are important but equally so is that the results be back in the students' hands the first time the class meets after the test. The students must get the results while they are still "alive" to its intent and content. This commitment to minimal turn-around time constitutes pressure on the instructor; he or she must not fail to provide timely correction. In the case of objective exams, this is not time-consuming in itself, *but there is a catch.* For one, the instructor must resist the temptation to use an assistant as actual "visual contact;" even a T/F test can reveal much about a student. *Also,* (as shown in the test sample in Appendix C), note the space for "comments" at the bottom of the test. In this space information and feelings related to the subject matter as well as to other matters can be exchanged between the student and instructor. So, there you go — the time you may have saved in objective-test correction has been used again and more so. Even though encouraged, not all students will write comments; the instructor, however, must comment every time. Comments by the instructor include remarks on present performance, comparison of the present performance to previous ones, and a general but personalized communication to set up and/or maintain the exchange flow. Once communication is established, there is no better means to detect and compensate for learning disabilities than this weekly test feedback.

There are additional features that bring together the whole grading picture. The syllabus description of these features is pretty much self-explanatory (for details refer to the second page of the enclosed syllabus); I'd like, nonetheless, to stress some mechanical features. *Nine quizzes* are given of which two can be dropped; this is meant to reduce shock and anxiety when taking the first quizzes and allows for "forced" absences. *Prorating* on quizzes allows for a "mechanical" grade to be calculated with a minimum of five quizzes out of nine taken. *Alternative forms of testing* are not automatic but are available to properly identified cases of learning disability. The ultimate letter grade is based on an absolute minimum of 500 out of 1,000 points for a passing grade and relative grading between 500 and a 1000 points. These two procedures are the base for estimating the final "mechanical" letter grade. To make sure that individuals are given credit for attendance, participation and improvement, a third procedure is to give a final "judgment" grade. In

cases where the two grades are different but close, the student is given the highest between the mechanical and judgment grades.

A final feature of the course, chronologically speaking, is giving the final test on the last day of classes. This test on the final day of class must be followed by a final, mandatory meeting on the day set aside in the school schedule for the "final." This last meeting is to be used to return the last exam together with final term grade and instructor comments. The student is thus able to check exam results and final grades and to have an opportunity for a "last day in court" to be exercised on a "now or never" basis.

MISCELLANEOUS

A Typical Day: The last part of this discussion will take the form of a review of a *day in class*. This review will afford a look at a "typical" day and cover all significant points in the course that may have been slighted in the preceding discussions.

It is quite helpful for the instructor to get to the classroom a few minutes before the "bell." This early arrival gives a sense of leisure combined with eagerness that the students, especially the ones looking for a chance contact, are given to exploit. This is a "somebody cares enough" aproach which is academically and emotionally more effective than "help by lowering standards." In fact, to further aid learning disabled students and allow more time in class for other helpful features, it is most helpful to have an extra movable blackboard set up in the classroom that can be prepared with basic materials outlines before the class meets.

Voice inflection and body gesturing are helpful in underlining the significance of subject matter. Also helpful are techniques to involve students through eye contact and eliciting verbal participation. A short review of preceding materials helps warm up the brain and prepare a frame for the transmission of forthcoming materials. Important points are underscored not only by voice inflection, etc., but by turning to the student for discussion and exemplification. One effective way of fixing important thoughts and/or terms is by the "fill-in" method. Fill-in can be achieved by leaving an essential term or definition blank verbally or on the board; then the students are asked to fill it in. In the field of anthroplogy, especially in an introductory course, it is helpful to break down new, technical words into their component parts so that one can achieve "fixing" through understanding rather than by rote.

To the techniques indicated in the above review of a "typical day" one should of course add audiovisual materials and pre-recorded notes. Films, tapes, slides, and so on must be consistent in time and subject matter with the materials being studied. They should be introduced verbally or in writing, to alert the audience to basic features. While not always possible, it is also helpful to have class notes available to

students. These notes should not be mandatory for student use but should be made available. In the case of this Introductory Anthropology course, a set of notes is made available to students (see Appendix B). These notes are basically the outlines of lectures used by the instructor. The notes help the students by giving a "frame" on which they can hang detail and emphasis.

As noted at several junctures, it is not just the LDs that can advantage themselves of a dedicated multi-faceted approach *but*, rather, *all* students. It is important that the topic be presented in as many modes as possible, with all channels operating. Very few cases exist for 100% recovery from anything, but we can supply some good medicine.

IV. SUMMARY

It is not possible to summarize a short booklet that is already a summary in itself. It is also clear that the state of the art is such that no precise precept exists for teaching LDs in this or any field. The disciplines that should and can pioneer in teaching the learning disabled are in the areas of English and mathematics. These are areas that are focal in terms of manipulating elements that fit LDs into other disciplines. For other disciplines, the effort to increase the range of access for learning disabled students must continue. Only commitment plus time will tell the story. We must keep track of what has been and is being done and adjust accordingly.

In this pamphlet an attempt has been made to modify a specific teaching area: Introductory General Anthropology. In fact the attempt centered on increasing the didactic success of the course itself rather than on the learning disabled. Focusing on LDs seems to be the wary approach in that one may find oneself going in a direction that negatively alters educational objectives. Expanding the transmission range within the confines of the ultimate goal of scholastic performance, will improve goal attainment for all students and automatically include LDs. Mechanical support features such as taped textbooks, for example, should be noted and available but remain outside the immediate instructional plan.

Education is vital to the effective operation of a complex society. It is, therefore, the shared goal of all who call themselves teachers to extend the confines of education. It is our hope that this modest enterprise will help achieve that goal.

APPENDICES

APPENDIX A

Criterion and Behavioral Checklist for Adults with Specific Learning Disabilities

1. Short attention span.
2. Restlessness.
3. Distractability. (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying.)
4. Poor motor coordination. (This may be seen as clumsiness.)
5. Impulsivity. (Responding without thinking.)
6. Perseveration. (The student tends to do or say things over and over. Mechanism that says "finished" does not work well.)
7. Handwriting is poor. (Letters will not be well formed, spacing between words and letters will be inconsistent, writing will have an extreme up or down slant on unlined page.)
8. Spelling is consistently inconsistent.
9. Inaccurate copying. (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.)
10. Can express self well orally but fails badly when doing so in writing. In a few cases the reverse is true.
11. Frequently misunderstands what someone is saying. (For instance, a student may say, "What?", and then may or may not answer appropriately before someone has a chance to repeat what was said previously.)
12. Marked discrepancy between what student is able to understand when listening or reading.
13. Has trouble with variant word meanings and figurative language.
14. Has problems structuring (organizing) time -- The person is frequently late to class and appointments; seems to have no "sense of how long a "few minutes" is opposed to an hour; has trouble pacing self during tests.

15. Has problems structuring (organizing) space -- The student may have difficulty concentrating on work when in a large, open area -- even when it's quiet; may over or under-reach when trying to put something on a shelf (depth perception).

16. Has difficulty spacing an assignment on a page, e.g., math problems are crowded together.

17. Thoughts -- ideas wander and/or are incomplete in spoken and written language. Student may also have difficulty sequencing ideas.

18. Sounds -- A student's hearing acuity may be excellent, but when his brain processes the sounds used in words, the sequence of sounds may be out of order: e.g., the student hears "aminal" instead of "animal" and may say and/or write the "aminal."

19. Visual selectivity -- May have 20/20 vision but when brain processes visual information, e.g., pictures, graphs, words, numbers, student may be unable to focus visual attention selectively; in other words, everything from a flyspeck to a key word in a title has equal claim on attention.

20. Word retrieval problems -- the student has difficulty recalling words that have been learned.

21. Misunderstands non-verbal information, such as facial expressions or gestures.

22. Very slow worker -- but may be extremely accurate.

23. Very fast worker -- but makes many errors and tends to leave out items.

24. Visual images -- Has 20/20 vision but may see things out of sequence, e.g., "frist" for "first," "961" for "691." Or, a student may see words or letters as if they are turned around or upside down: e.g., "cug" for "cup," or "dub" for "bud," or "9" for "L" for "7," etc.

25. Makes literal interpretations. You will have to have them give you feedback on verbal directions, etc.

26. Judges books by their thickness because of frustration when learning to read.

27. Has mixed dominance: e.g., student may be right handed and left eyed.

28. Moodiness -- Quick tempered, frustration.

29. Cannot look people in the eyes and feels uncomfortable when talking to others.

30. Has trouble answering yes or no to questions.

Students with specific learning disabilities which affect their performance in math generally fall into two groups:

1. Those students whose language processing (input and output) and/or reading abilities are impaired. These students will have great difficulty doing word problems; however, if the problems are read to them, they will be able to do them.

2. Those students whose abilities necessary to do quantitative thinking are impaired. These students often have one or more problems such as the following:

A. Difficulty in visual-spatial organization and in integrating nonverbal material. For example, a student with this kind of problem will have trouble estimating distances, distinguishing differences in amounts, sizes, shapes, and lengths. Student may also have trouble looking at groups of objects and telling what contains the greater amount. This student frequently has trouble organizing and sequencing material meaningfully on a page.

B. Difficulty in integrating kinesthetic processes. For example, a student will be inaccurate in copying problems from a textbook or chalkboard onto a piece of paper. The numbers may be out of sequence or the wrong numbers (e.g., copying "6" for "5"). Problems may be out of alignment on the paper. Graph paper is a must for them.

C. Difficulty in visually processing information. Numbers will be misperceived: "6" and "9," "3" and "8" and "9" are often confused. The student may also have trouble revisualizing. i.e., calling up the visual memory of what a number looks like or how a problem should be laid out on a page.

D. Poor sense of time and direction. Usually, students in the second group have the auditory and/or kinesethic as their strongest learning channels. They need to use manipulative materials accompanied by oral explanations from the instructor. They often need to have many experiences with concrete materials before they can move on successfully to the abstract and symbolic level of numbers.

APPENDIX B

WHAT IS ANTHROPOLOGY ('A' = 1) (NATURE-SCOPE)

(A) *ANTHROPO(S)-LOGY*

I. Word Meaning II. Curiosity
III. + The Tools x "Logy" of Humans

(B) *USES OF ANTHROPOLOGY* = KNOWLEDGE-APPLICATION

(C) *DISTINCTIVENESS:*

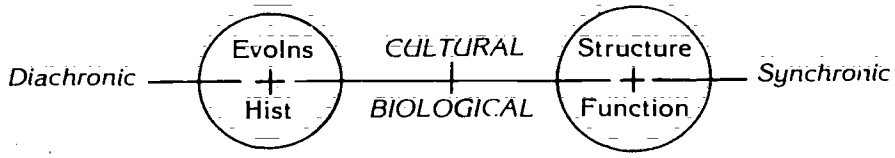
I. *HUMANITY:* Ethos of this varied/unique animal = Humanity

II. *SCIENCE* = Methodology is Anybody's Dominium (...Data-Generalization-Data-Generalization) Difference in Subject *rather than* Method.

III. *DISTINCTIVE ELEMENTS* =
a) *Holistic* = Humanity Studied as a Whole
b) *Comparitive* = Cross-Cultural, H.S.S. As 'constant', field work (Participant/Observer = "laboratory")
c) *Culture* = Concept of..."integrated system of learned behavior characteristic of members of a society"

(D) *THE SUBDIVISIONS OF ANTHROPOLOGY:*

I. ORIENTATION:



II. *FIELDS:* General, *Physical/Cultural*, Specialties

III. BREAKDOWN: a) Physical and b) Cultural
c) Some Sub-fields and Directions
(i) - Ethno- -Graphy (What? Data)
(People) -Logy (Why? Interpret)
(ii) - ARCHAEO-LOGY
(iii) - Social, Linguistics, Topical Specialties, Areal, etc.

(E) *RELATION TO OTHER DISCIPLINES*

Over-Lap and Correlation

But Different in that: Anthropology =
Holistic/ + Cultural (Human not just "a" type of Human)

HOW ANTHROPOLOGY GREW ('A' = 2)

(A) ORIGIN PARADIGM ("Paradigm" = Scheme for Explaining Phenomenon) Origin Arbitrary...Paradigm rooted in Evolutionary Theories

(B) *PHASES:*

I. *"BEGINNINGS" OF "TRUE" ANTHROPOLOGY*

(14/15 Century)	RENAISSANCE	AGE OF 'REASON' & "DISCOVERY(S)"
(16 Century)	SAHAGUN	-GRAPHY (AZTECS)
(18 Century)	LAFITAU	-LOGY (EVOLUTIONISM, CULTURAL- RELATIVITY)
		-GRAPHY (HURONS, IROQUOIS)
(18 Century)	ROBERTSON	EVOLUTIONARY STAGES: SAVAGERY -BARBARIANISM-CIVILIZATION
		CULTURAL DETERMINISM (EN-CULTURATION)

ALSO 'BEGINNING' OF: PHYSICAL ANTHROPOLOGY AND ARCHAEOLOGY

II. *19th CENTURY EVOLUTIONISTS*

a) DARWIN; et al: i) "FIXED" CHANGE/ADAPTATION; EVOLUTIONARY THEORY

ii) IMPETUS FOR ANTHROPOLOGY (*NATURAL SCIENCE*)

b) *UNILINEAL EVOLUTIONISTS:*

i -- L.H. Morgan (Stages; Kinship)

ii — H. Maine...Ethno-Law; Ideal types as polar opposites (Status-Contract); Applied

iii — E.B. Tylor...(Religion; Systematics)

iv — J.C. Fraser...(Religion; Use of Classics)

III. *20th-CENTURY REACTION TO EXCESSIVE SPECULATION (-LOGY)*

a) F. Boas — Stress Empiricism/Procedure: Historical Reconstruction; Controlled Comparison; Areal Analysis

b) Alternative "Explanations" to Evolutionism

i — Diffusionism

ii — Functionalism: Durkheim (Forerunner)
Malinowski: Function as organizing principle

iii — Structuralism: Radcliffe-Brown: Function for Social Structure

IV. *CONTEMPORARY: POST WWII*

a) British/American -vs- French Structuralism

b) Culture/Personality

c) Cross-Cultural Correlational Methods (i.e. Murdock: Statistics; created *Ethnographic Atlas)*

d) "Advances" in Archaeology/Physical (i.e. P.A.: Human Genetics, Primate Behavior, etc.)

e) Cultural Evolution:

Specific	*Multilineal*	*General*
('A' Society's Adaptive Change)	(Parallel Developments When Similarity of Cultural-Level & Environment)	("Grand Scheme" in Cultural Evolution")

STUDY OF FOSSIL PRIMATES ('A' = 6)

EVOLUTIONARY PROCESS

(A) SUPPORTED (PALEONTOLOGY)/BUT: "MISSING LINK"??
(ARCHAEOLOGY- PHYSICAL ANTHRO-GEOLOGY)

(B) DATING = (CHRONOMETRICS)

I. ABSOLUTE:
(IN YEARS: BC/BP
C^{14} (½ LIFE 5,000y) ± 50,000
KA ± M.S

II. RELATIVE:
(OLDER/YOUNGER THAN...)
STRATIGRAFY
FLUORINE
COPROLITIC ANALYSIS
POLLEN ANALYSIS OR PALYNOLOGY
DENDROCHRONOLOGY

(C) GEOLOGICAL TIME SCALE

I. STRATIGRAPHY

II. GEOCHRONOLOGY

ERA(s) CENOZOIC (PRIMATES/HUMANS)
(70 millions y)

PERIODS
(EPOCHS)

HOLOCENE (RECENT)
(15,000)
PLEISTOCENE
(2-5 millions y.)
Unstable (Glaciations)
Homo Sapiens
Homo Erectus
Australopithecines
PLIOCENE
(13 millions y.)
Ramapithecus
MIOCENE
(25 millions y.)
Apes; Dryopithecus
OLIGOCENE
(35 millions, y.)
Ramapithecus
EOCENE
(60 millions y.)
Small Mammals-Early Primates
PALEOCENE
(70 millions y.)
Placental Mammals

MESOZOIC (MAMMALS)
230 millions y)

PALEOZOIC
(6 billions y)

(D) FOSSIL PRIMATES:

(LATE)
PLEISTOCENE: UNSTABLE..GLACIATIONS..VILLAFRANCHIN.
LATER DISCUSSION

PLIOCENE: RAMA·PITHECUS

MIOCENE: DRYO· & GIGANTO/PITHECUS

OLIGOCENE: PROPLIO· & PARA· & AEGYPTO·PITHECUS (ZEUXIS)
(NONE EUROPE...COLD?)

EOCENE: PRO·SIMIA

(EARLY) *PALEOCENE:*
(+ LATE MESOZOIC) — PRIMATE/ANCESTORS NOT PRIMATES PROPER)

ENVIRONMENT — SUBSISTENCE ('A':12)

(A) PRINCIPLES:

I. *CULTURE (MODE OF SUBSISTENCE) — ENVIRONMENT)*

II. PROCESS:

a) · ACQUISITION
b) · DISTRIBUTION
c) · CONSUMPTION

RELATED TO DEGREE OF COMPLEXITY

III. *BASIC FACTORS:*

a) Physical environment
b) Population
c) Culture

(B) I. *ECOLOGY* = STUDY OF *RECIPROCAL RELATION ORGANISM·ENVIRONMENT*

II. *HUMANN ECOLOGY* = HUMANS AS 'ORGANISM' (MOST IMPORTANT PARADIGM)

III. *NO* ENVIRONMENTAL DETERMINISM, *RATHER:*
CULTURAL MODIFICATION
ENVIRONMENTAL PERIMETERS/LIMITS
(note: i.e.)

(C) *SUBSISTENCE TECHNIQUES*

I.'TIME' PERSPECTIVE

a) "A" = FOOD·PRODUCING SYSTEMS VARY IN Food·energy available per capita in *inverse* ratio to expended production·energy (TRUE EVLN??·i.e. Increase as S ———C?? MGB??)

b) The "Evolutionary Sequence" Hunters/Gatherers — Intensive Foraging — Incipient Agriculture/Pastoralism — Intensive Agriculture. OK but food Production more reliable (??) "By + 1,500 HG abandoned for "better" when possible" (??)

II. *STAGES & TRAITS:*

a) Hunting (+ gathering): Tools; communal hunts; hunting ritual (not just material technology *also* magico-ritual back-up) (note i.e.)

b) *Intensive Foraging:* With meat just supplement (Great-Basin Soshone i.e.)

c) *Incipient Agriculture — Hoe-Culture/Gardening: Forest Horticulture* (Slash-N-Burn/Milpa, both Old/New World...Mostly Yearly Fallowing)

DRY & WET (LAND/TROPICAL) COMPLEXES:

PLACE	DRY ⟶ vs	WET
Old World	Wheat, Barley, Rye, Flax, Millet, Rice (dry)	Rice, Yam, Taro
New World	Corn (Maize), Bean, Squash	Manioc

d) *Intensive Agriculture* (Plow Cultivation)
Prior to Modern European expansion, confined to: Asia Minor, Europe, North Africa, South and East Asia

e) *Pastoralism:* As dominant subsistence, ecological adaptation to dry/semiarid evironments (Africa/Asia Predominantly)...Not common as agriculture (Depends on Agric. Product)...Animal Resources not fully utilized (i.e. lactase)

Trans-humance — Seasonal herders movement

f) Pig-Culture in Melanesia (Read)

MAN, CULTURE, & SOCIETY ('A' = 16)

(A) 'CULTURE'...AS HUMAN STRATEGY
OBSERVED BEHAVIOR -vs- ABSTRACT RULES FOR BEHAVIOR:
'A' SYNCRETIC

(B) *THE C-CREATING CAPACITY* =
I. Non-Instinctive...
II. Nature & Nurture (!Learning)
III. Proto-Culture
IV. High Level of Symbolization (Predictability)

(C) *INTEGRATION/CULTURE*
I. *IMPERATIVE OF SELECTION:*
WHY IMPERATIVE? BECAUSE:
a) *THEORETICALLY:*
ALTERNATIVE
INFINITE

BUT

b) *PRAGMATICALLY: FINITE*
(PREDICTABILITY/EFFICIENCY)

c) THEREFORE MUST REDUCE/SELECT: QUANTITATIVELY-QUALITATIVELY & INTEGRATE

d) PROCESS OF SELECTION INITIATED THROUGH THREE BASIC "FILTERS":

BIO (Nature of the 'Beast')
SITUATIONAL (Nature of 'Space')
PRE-CULTURE (Nature of 'Time')

II. *CORRELATES OF CULTURAL INTEGRATION*
a) *POSTULATES* — *EXISTENTIAL* / *NORMATIVE*
b) *CONFIGURATION* = DISTINCTIVE FORM
c) *CULTURAL RELATIVITY - VERSUS - ETHNOCENTRISM*

(D) *HOLISM-FUNCTIONALISM:*
FUNCTIONAL (ISM): "SELECTED" COMPONENTS OF CULTURAL SYSTEM ARE PART-INTEGRAL OF THE WHOLE AND CONTRIBUTE TO ITS FUNCTIONING"
I. FORM — STRUCTURE — FUNCTION
II. FUNCTIONALISM: EMPHASIZES DYNAMICS OF 'C'...THE CONTRIBUTION OF PARTS TO A TOTAL INTEGRATED CULTURE (WHOLE—HOLISM)

(E) *COMPONENTS OF 'C'*

I. a) ELEMENTS (TRAITS)
b) COMPLEXES
c) INSTITUTIONS

- SMALLEST UNITS
- ELEMENTS WITH SHARED FOCUS
- COMPLEXES WITH SHARED FOCUS

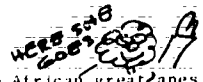
II. *NORMS:* MODAL...MOST COMMON BEHAVIOR: *UNIVERSALS*
ALTERNATIVES (+ SPECIALTIES)

III. CULTURE REALITY-CONSTRUCT: *REAL — IDEAL CONSTRUCT* AS %)

(F) *C/STY:* DEFN.: C = BEHAVIOR: STY = POPULATION
CULTURE AS ESSENTIAL NEED/RESOLUTION STRATEGY FOR HUMANS

APPENDIX C

Anthropology 107.F'81 (MGB)
Quiz #2 (8 a.m. 10/9/81)



1. Human affinity to the African great apes has been contradicted by analysis of the chromosome structures. XX Y ... SHOULD HAVE KEPT QUITE!
2. Many of the morphological characteristics of prosimians appear to be between those of insectivores and monkeys. ! ! ! ... HUGH??
3. Baer's rule states: "The younger the embryos of different animals, the less alike they are; the older the embryos, the less distinctive they become." STINKY!
4. The Linnean classification that is now used is based upon both the similarities in form and function of organisms and their evolutionary relationships. SO??
5. Oligocene is the name of a geological epoch during which extensive glaciation occurred. ... NOT THAT COLD!
6. Intelligence relates to many factors but not "race". DID U KNOW THAT?
7. Atom and Archaeology shows the application of dendrochronology. .. 1-MINUTE!!
8. The Pleistocene epoch is marked by climatic stability, which allowed stable environment conditions for hominid evolution. !! AND POPSICLES..
9. MGB states that dentists make money because of the evolutionary reduction of prognathism .. GOTCHA!!
10. MGB noted that in adaptive evolution, trades rather than absolute gains, are the rule. .. HOW PROFOUND!
11. "Prehensile hands with flat nails and tactile digits" is a primate characteristic. HOW FLAT HAVE THEY GOT 2-B?
12. A Mendelian population is characterized, among other things, by the localization of species' members. .. MUST B AN EASIER WAY 2-SAY-IT!
13. Common primate characteristics include increasing brain size and complexity as one goes from prosimians to monkeys to apes to human beings. .. THANKS!
14. Mitosis is cellular duplication. .. JUST LIKE THAT? HUGH?
15. There is no common primate ancestor; rather, there are many ancestral predecessors. WISE VIEW!
16. Schaller is well known for research with chimpanzees .. OR WAS IT ....??
17. In Survey of the Primates it is stated that tree-shrews are definitely not primates ...SO SURE ..NO??
18. Generalized hominoids evolved during the Eocene. BIG DEAL!
19. Coprolitic analysis uses fecal matter to establish an understanding about prehistoric diet. .. DIRTY QUESTION!
20. Physiochemical dating is a relative dating technique...02??

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