

Montclair State University
Department of Anthropology

ANTH 140: Non Western Contributions to the Western World **Spring 2020**

This course is taught Online only this semester

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This course fulfills both the **Non Western Cultural Perspectives Requirement** and **World Cultures Requirement**

Why This Course?

We often do not fully appreciate or understand the many wonderful things in our lives that have come from nonwestern peoples. Come and learn about them in the course.

The Concept of “Non Western”

In anthropology, non western cultures have traditionally been defined as belonging to people who speak a language outside the Indo-European family. For this course, I propose to expand the definition to the common folk-belief in US culture that it refers to cultures outside the main Judeo-Christian-Greek-European historical sequence. Thus, for purposes of this course, Arabic and Islamic cultures will be considered non western along with those so defined by anthropology. See the Lecture 01 for Week 01 for more information on this topic.

Assigned Readings—the three books should all be purchased

Carney, Judith. 2001. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge, MA: Harvard University Press. This book can now be purchased on Kindle and on Nook.

[Walter Cohen interview with Martin Bernal](#) published in the journal *Social Text* in 1993, No. 35, pages 1–24. Click on the title for the pdf file.

Linton, Ralph. 1937. [One hundred percent American](#). Appears in several readers. The article was originally published in *The American Mercury* in 1937 (40:427–429).

Franke, Richard W. 1987. [Power, class and traditional knowledge in Sahel food production](#). In I. L. Markovitz, ed. *Studies in Power and Class in Africa*. New York: Oxford University Press. Pages 257–285.

[Robert Pounder’s Review of Black Athena Volume 2](#) in *The American Historical Review*, 1992, Vol. 7, No. 2 (April 1992, pages 461–464).

Temple, Robert. 2002. *The Genius of China: 3,000 Years of Science, Discovery and Invention*. London: Prion. Available at Amazon.com and other online book services. Two copies are on reserve at Sprague Library.

Weatherford, Jack. 1988. *Indian Givers: How the Indians of the Americas Transformed the World*. New York: Fawcett Columbine, or second edition, 2010 Three Rivers Press. This book can now be purchased on Kindle and also on Nook.

The text of the second edition of the Weatherford book is identical to that of the first edition from 1988, however **the page numbers are different**. Note in the syllabus which edition you are using.

Supplementary suggested readings – listed by weekly topic: Click [here](#).

Supplementary Web Links for this course – listed by weekly topic: Click [here](#).

Course Requirements and Grading Policy

Grades will be based on 3 exams and participation. Participation will be measured by your posting to the discussion boards as indicated in the weekly assignments. For the full 15 points of participation credit, you must post at least once during each week of the semester: once in response to a question (there will be some choice) OR once in response to something another student writes. I hope you will become interested in the materials and post even more.

Discussion Board Postings	15 points	94–100	A
Exam 1 Feb 18 – 20	20	90–93	A-
Essay 1 due Feb 24 at noon	8	87–89	B+
Exam 2 Mar 31 – April 2	20	83–86	B
Essay 2 due April 6 at noon	8	80–82	B-
Exam 3 May 11 – 13	20	77–79	C+
Essay 3 due May 13 at noon	8	73–76	C
Course evaluation due May 15 at noon	1	70–72	C-
Total	100	67–69	D+
		64–66	D
Course points total and letter grades are shown in the column to the right →		60–63	D-
		59 and below	F

The 3 exams are worth twenty points in multiple choice and short answer and 8 points each exam in a take-home essay that you submit via the Canvas assignment tool. Each essay will be announced the Friday before the Friday on which it is due. The exams will take place within a 48-hour time period. The exam will last for one hour and must be completed in one sitting.

Note: There is no discussion board for week 10. The discussion board for Week 01 has TWO POINTS: one for a regular posting in response to a question and one for introducing yourself to the class. One or more sentences about yourself.

Note about due dates for discussion board postings: Discussion board postings are due exactly one week after the questions are posted. So, the questions are posted on Friday at 2 pm and are due the following Friday at 2 pm. However, this deadline is not strict. If you post more than two weeks after the initial posting of the question, you could lose half credit.

Note also: I am flexible in case of religious holidays and reasonable explanations of personal problems (I don't need the details). Please let me know if you have questions or concerns about the due dates.

You will receive one point if you submit the course evaluation survey that will be announced near the end of the course. The survey is anonymous (the responses are randomized) but Canvas will tell me if you did not submit it.

Note: There are no make-up points or make up exams in this class. You are expected to do the course work on time.

Weekly Topics:

The first week of classes begins on Tuesday, January 21, 2020; all other weeks begin on Monday – Jan 27, Feb 3, etc. Assignments and instructions for each week will appear at 2 pm on the Friday before that Monday. Example: Week 03 starts Feb 3, but the materials will appear on Friday, Jan 31 at 2 pm. Once available, a weekly topics segment will remain available for the remainder of the course.

Office Hours: By appointment. Contact me by email with questions or concerns.

TOPICS, Lectures, and Assignments

Week/Date	Topic
Week 01	The Concepts of Western and Nonwestern
Jan 21 – 24	[Note: To get the most out of the lectures and readings, do them in the order they appear on the syllabus.]

Learning objectives for Week 01

- to understand the origins and meaning of the terms Western and Nonwestern
- to understand the nature of racism and ethnocentrism and the reasons why anthropologists reject both of these beliefs

Week 01 terms you should know – next page...

If you can quickly identify major terms and concepts as the class unfolds, you are probably understanding the material well.

For week 01 you should be able to write at least one sentence explaining the meaning of each of the terms below.

- Indo-European language family
- Thermopylae
- Judeo-Christian-European cultural tradition
- ethnocentrism
- racism
- barbarian

Example: Racism is the belief in superior and inferior races. Modern scientific evidence refutes this belief.

Week 01 Lecture 01: [West and Nonwest](#). Click on the lecture title to activate the link to the PowerPoint slides. The files are in pdf format. If you do not have the free Adobe reader, go to <http://get.adobe.com/reader/> and download it.

To view Week 01 Lecture 01 in PowerPoint click [here](#).

Ethnocentrism – What It Is and Why Anthropologists Reject It.

READING:

Linton. [One Hundred Percent American](#). [Click on the reading title to access this reading.] Do this reading before you view the Week 01 Lecture 02 on racism and ethnocentrism. Think about how the lecture does or does not connect to the reading.

Racism – the Genetic Version of Ethnocentrism and Why Anthropologists Reject It

Week 01 Lecture 02: [Racism and Ethnocentrism](#)

To view Week 01 Lecture 02 in PowerPoint click [here](#).

Week 02
Jan 27 – 31

Indian Silver and Gold on the World Market: How Native Americans fueled the Modern Economy

Learning objectives for week 02:

- to understand how the city of Potosí came to be the “first city of capitalism”
- to consider a new theory about why Europe was the center of the development of the modern economy
- to discover the surprising role Native Americans played in helping to foster the industrial revolution
- to learn why Native Americans were replaced by Africans in the slave trade
- to understand how Native Americans influenced the development of European art
- to understand the strange and unexpected role the potato played in conjunction with cotton to help create the industrial revolution

READING: Weatherford, chapters 1–2, pages 1–38. In second edition, pages 1-50

Indian Contributions to Industrial Development

READING: Weatherford, chapter 3, pages 39–58. In second edition, pages 51-76.

Week 02 Lecture: [Silver, Gold and Industrial Development](#)

To view the Week 02 lecture in PowerPoint click [here](#).

Week 02 terms you should know:

- Potosi

- El Dorado
- Cerro Rico
- Francisco Pizarro
- Baroque
- Voyageur

Week 03
Feb 3 – 7

The Foods Native Americans Gave Us

Learning objectives for week 03

- to learn the most important foods domesticated and developed by Native Americans
- to appreciate the health benefits of many Native American foods

READING: Weatherford, chapters 4 and 6, pages 59–78 and 99–116. In second edition, pages 77–101 and 128–150

Week 03 Lecture: [Foods from the Native Americans](#)

To view the Week 03 lecture in PowerPoint click [here](#).

OPTIONAL VIDEO—*The Columbian Exchange*
[Sprague Library #2324, Part 6]

If you are on campus, I urge you to take an hour to watch this fascinating video that repeats some of the points in Weatherford and in the class lectures but also offers some alternative ways to think about the contributions of the Europeans and Native Americans to each other.

Week 03 terms you should know:

- Quechua
- barbecue
- Nahuatl
- grits

Example: Nahuatl is the language associated with the Aztec people. The English words chili, coyote, tomato, chocolate and avocado come to us from the Nahuatl language

Week 04

Forest Management and Farming Technology from the Indians and Medical Gifts from them

Feb 10 – 14

Week 04 learning objectives:

- to understand the nature of North American Indian agro-forestry
- to appreciate how modern science is making use of Native American farming practices
- to appreciate how modern science is making use of Native American land management practices
- to understand and appreciate some of the most important medical contributions of Native Americans to the world

READING: Weatherford, chapter 5, pages 79–98. In *second edition*, pages 102–127. Do the reading before you view the lecture.

Week 04 Lecture 01: Farming Technology from the Indians

To view the Week 04 lecture 01 in PowerPoint click [here](#).

Native American Medicines That Still Save Our Lives or Ease Our Pain

READING: Weatherford, chapters 10 and 11, pages 175–216. In *second edition*, pages 224–278

Week 04 Lecture 02: Native American Medical Gifts to the World

To view the Week 04 lecture 02 in PowerPoint click [here](#).

Week 04 terms you should know:

- back fire
- conoco
- polyculture
- the three sisters
- quinine
- curare
- ipecac

Week 05 FIRST EXAMINATION
Feb 17 – 21

Learning objectives for week 05

- to **take the first exam**; and
- submit the first essay – Essay #1; and
- to critically evaluate the pros and cons of the debate about the influence of Native Americans on the development of democracy in the United States

The examination will be given online. It will be available for 48 hours from Tuesday, February 18 at noon until Thursday, February 20 at noon. You must take the exam during this time period. The exam will

last for one hour. Once you start the exam, you must complete it in one sitting.

The exam will contain 20 points in multiple choice and short answer questions. One extra credit point might be built into the exam.

The exam will include an essay worth 8 points that will appear as a separate assignment in Canvas starting on Friday, Feb 14 at 2:00 pm. You will have until Monday, Feb 24 at noon to submit the essay. Late essays may receive lowered credit.

Other exams will follow a similar pattern.



Note that there is a regular class assignment for this same week following completion of the exam...

Week 05
Feb 17 – 21

The Native American Contribution to American Democracy: a Debate

READING: Weatherford, chapters 7–9, pages 117–174. In second edition, pages 151–223. Do the reading before you view the lecture.

Week 05 Lecture: [Native Americans and American Democracy](#)

To view the Week 05 lecture in PowerPoint click [here](#).

Week 05 terms you should know:

- anarchy/anarchism
- Nambicuara
- Thomas Paine
- Jean Jacques Rousseau
- League of the Iroquois
- Seneca Falls, New York
- 19th Amendment to the US Constitution (1920)

Week 06
Feb 24 – 28

Architectural Contributions of Native Americans

Native American Words in English

Achievements of the Incas of Peru

Week 06 learning objectives:

- to discover some of the architectural contributions from Native Americans
- to note some of the English words from Native American languages
- to learn a few of the achievements of the Incas and pre-Inca peoples of the Andes
- to learn a little about Maya astronomy and mathematics

READING: Weatherford, chapters 12–14, pages 217–255. Do the reading before you view the lecture.

Week 06 Lecture 01: [Architecture, Words and the Inca Achievements](#)

Click [here](#) to view Week 06 Lecture 01 in PowerPoint

Week 06 Pre-Inca Achievements; The Mysterious Lines at Nazca;
Maya Astronomy and Mathematics

Week 06 Lecture 02: [The Lines at Nazca and Pre-Inca Achievements](#)

Click [here](#) to view Week 06 Lecture 02 in PowerPoint

Week 06 Lecture 03: [Maya Civilization](#)

Click [here](#) to view Week 06 Lecture 03 in PowerPoint

Week 06 terms you should know:

- great room
- hurricane
- Canada (linguistic origin of)
- Quipus
- Nazca
- Tikal

Example: Tikal is one of the most important Maya cities and archaeological sites, now in Guatemala. It had up to 50,000 inhabitants in 600 AD.

Week 07 The Non European Origins of Writing and Background to Egypt
March 2 – 6

The week 07 learning objectives are:

- to appreciate the nonwestern origins of writing and the alphabet
- to understand what scholars know about the ancient pyramids
- to know a few basic facts about life in ancient Egypt
- to appreciate some of the major medical advances made in ancient Egypt
- to understand the likely Egyptian influences on the Judeo-Christian tradition

Week 07 Lecture 01: [Origins of Writing and the Alphabet](#)

Click [here](#) to view the Week 07 Lecture 01 on the Origins of Writing and the Alphabet in PowerPoint

Week 07 Egypt: The Geographical and Historical Background

Optional Video: *Ancient Egypt* [Sprague Video #5267]

Scientific and Architectural, and Mathematical Achievements of Ancient Egypt

Week 07 Lecture 02: [Achievements of Ancient Egypt](#) and The Pyramids – Real Ancient Mysteries

Click [here](#) to view the Week 07 Lecture 02 on Egyptian Mathematics and the Pyramids in PowerPoint

Week 07 Lecture 03: [Egyptian Contributions to Religion, Philosophy and Medicine](#)

Click [here](#) to view the Week 07 Lecture 03 on Philosophy, Religion and Medicine in Ancient Egypt in PowerPoint

Week 07 terms you should know:

- Hieroglyph
- Cartouche
- Rosetta Stone
- Kufu pyramid
- Monotheism (origins)

March 9 – 13 SPRING BREAK

Week 08 Egyptian Contributions? The Black Athena Debate

Mar 16 – 20

Optional Video: *Black Athena* [Sprague Library #2389]

This 47 minute video has now been posted on Youtube. You can watch it by clicking [here](#).

Week 08 The Black Athena Debate

Learning objectives for week 08 are:

- To understand the main elements of the debate over the extent and nature of possible ancient Egyptian influences on ancient Greece

- To see the basic types of information from archaeology, linguistics, history and mythology that fuel the debate
- To be aware of the relationship between the Black Athena debate and an intellectual movement called “Afro-centrism
- To be aware of how the history of ideas in Europe might have influenced the way we view ancient Egypt today

Week 08 READINGS:

[Walter Cohen interview with Martin Bernal](#) published in the journal *Social Text* in 1993, No. 35, pages 1–24.

[Robert Pounder’s Review of Black Athena Volume 2](#) in *The American Historical Review*, 1992, Vol. 7, No. 2 (April 1992, pages 461–464.

Week 08 Lecture: [The Black Athena Debate](#) (in pdf)

Click [here](#) to view the Week 08 lecture on the Black Athena debate in PowerPoint

Week 08 terms you should know are:

- Aryan model
- Revised ancient model
- Philo (original meaning)
- Thera-Akrotiri
- Rome (origin and meaning)

Week 09 Current Problems in Africa; Serer Ecology – How to Preserve the
Mar 23 – 27 Environment; Fulani Medicine and the Origins of Vaccination

The learning objectives for week 09 part 01 are:

- to understand some of the major problems faced today by African people
- to appreciate the environmental wisdom of certain traditional African farmers and animal herders

READING: Franke, Richard W. 1987. [Power, class and traditional knowledge in Sahel food production](#). In I. L. Markovitz, ed. *Studies in Power and Class in Africa*. New York: Oxford University Press. Pages 257–85. [Click on the title to access the article online.]

Week 09 Lecture 01: [Africa – Current Problems and Lessons of the Sahel](#)

Click [here](#) to view Week 09 Lecture 01 in PowerPoint – Big file; loads

slowly.

The learning objective for week 09 part 02 is:

- to appreciate some of Africa's major medical gifts to the world -- especially including one type of smallpox vaccination and new medications for malaria

Week 09 Lecture 02: [African Medical Gifts to the World](#)

Click [here](#) to view Week 09 Lecture 02 on African medical gifts in PowerPoint

Week 09 terms you should know are:

Sahel
Fulani
Serer
Senegal
Sahara

Cotton Mather
Hausa

Week 10 SECOND EXAMINATION – March 31 -- April 2

Mar 30 – April 3

The examination will be given online. It will be available for 48 hours from Tuesday, March 31 at noon until Thursday, April 2 at noon. You must take the exam during this time period. The exam will last for one hour. Once you start the exam, you must complete it in one sitting.

The exam will contain 20 points in multiple choice and short answer questions. One extra credit point might be built into the exam.

The exam will include a take-home paper (essay) worth 8 points due no later than noon Monday, April 6. The take-home question will be given out about one week before it is due.

The final exam will follow a similar pattern.

Week 11

April 6 – 10

African Rice in America and African Influences on American English

The learning objectives for week 11 are:

- to understand the latest discovery of African contributions to America: African rice and rice production practices
- to appreciate the significance of African rice production skills in facilitating economic growth in colonial America
- to understand the main facts about the slave trade as they help to understand African contributions to the Americas
- to learn some of the ways in which African Bantu languages have influenced the development of American English

READING: Judith Carney. 2001. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge, MA: Harvard University press. Read the book before you view Lecture 01. There is no reading assignment connected with Lecture 02.

Week 11 Lecture 01: [African Rice in America](#)

Click [here](#) to view Week 11 Lecture 01 in PowerPoint

Week 11 **Week 11 Lecture 02: [African Influences on American English](#)**

Click [here](#) to view Week 11 Lecture 02 in PowerPoint

Week 11 terms you should know:

- Carolina rice
- Middle passage
- Hanging dike
- Bantu languages
- Slang
- Play the dozens: the "dozens" is a form of competitive poetry common among African Americans. It is probably the origin of rap and has its own origin in the Bantu languages of Africa

Week 12 Coffee: An Afro-Arab Contribution to the World and The Golden Age of Islam
April 13 – 17

Week 12 Lecture01: [Coffee: An Afro-Arab Contribution to the World](#)

Click [here](#) to view the Week 12 Lecture 01 in PowerPoint

Week 12 Lecture 02: **[The Golden Age of Islam](#)**

Week 12 Lecture 02 **[The Golden Age of Islam](#)** in PowerPoint

READINGS: No assigned reading this week. Week 12 is a reading catch-up week. Use the time to get caught up on your reading.

Learning objectives for week 12

- to discover the African origins of coffee
- to learn how the Muslim world brought coffee out of Africa
- to appreciate some of the ways coffee has influenced world history
- to learn about Fair Trade: coffee's latest trend

Terms you should know for week 12

Ethiopia
Mocha
Sufi
TIP
Fair Trade
Córdoba
algebra
House of Wisdom

Week 13 Optional Video:
Ap 20 – 24 [Rise of the Dragon: The Genius That Was China](#) [#2282, Part 1]
Click on the title just above to view this 50-minute video online.
The video is not required but you will really enjoy it and learn a lot.

Week 13 Chinese Agricultural, Engineering, Household Technology and Industrial Achievements

READING: Temple, Introduction and Parts 1, 2, 3 and 4; pages 6–13, 15–25, 41–73 and 75–121.

Week 13 Lecture: [Chinese Technology and Engineering Achievements](#)
Click [here](#) to view the Week 13 lecture in PowerPoint

The learning objectives for week 13 are:

- to know a few basic facts about China and Chinese history
- to recognize the recent history of anti-Chinese stereotypes in the West
- to appreciate several Chinese inventions including the iron plow, the double-acting piston pump, cast iron, steel, porcelain, matches, brandy (distilled liquors) and playing cards

Terms you should know for week 13

Confucius

Han
model minority
Song Dynasty
cast iron
porcelain

Week 14 Chinese Mathematical Achievements and Their Applications in Astronomy,
Ap 27 – May 1 Physics, Transport and Military Technology

READING: Temple, Parts 6, 7, 8, 9 and 11; pages 139–47, 29–39, 149–97 and 215–48. Do the reading before you view the lecture.

Week 14 Lecture: [Chinese Math, Physics and Astronomy](#)
Click [here](#) to view the lecture for week 14 in PowerPoint

The learning objectives for week 14 are:

- to understand the basic position of China in the history of mathematics
- to learn the Chinese developed negative numbers, an important part of modern mathematics
- to appreciate the Chinese observations of the sky that were far in advance of Europe until quite recently
- to appreciate the Chinese inventions of the compass, seismograph and gunpowder as well as the crossbow, canon, flamethrower and gun

Terms you should know for week 14 are:

decimal system and its origin
seismograph

Week 15 Chinese Medical Contributions to the World
May 4 – 98

READING: Temple, Part 5: pages 123–37

Week 15 (Last) Lecture: [Chinese Medical Contributions to the World](#)
Click [here](#) to view the lecture for week 15 in PowerPoint.

The learning objectives for week 15 are:

- to know a few of China's major medical gifts to the world including the discovery of circadian rhythms, smallpox vaccination and acupuncture
- to appreciate the role of Chinese medicine in world history and in the world today

Terms you should know for week 15 are:

chi
yin
yang
circadian rhythms
acupuncture

May 11 – 13 Final Examination. The exam will be available on Canvas from noon on Monday, May 11 until noon on Wednesday, May 13. The final exam will cover the materials since exam 2 only and will follow the same pattern and procedures as the first two exams.

Wednesday May 13, Noon. Last date and time to submit essay 3 for full credit. Late papers may receive reduced points.

If you wish to read my advice about how to study more effectively, or wish to see examples of the kinds of questions typically found on exams for this course, take a look at:

Franke, Richard W. 1998. [*The Anthropology Student Guide to Better Grades*](#). Department of Anthropology. Third edition.

For my guides to logical thinking, graduate school and resumé writing, click on:

<https://msuweb.montclair.edu/~franker/StudentSkills/skillspageintro.pdf>