

# ANTHROPOLOGY



## Video Activity 1: Kathy Reichs on Forensic Anthropology

<https://www.youtube.com/watch?v=L101BvjOIAA>

Speaking: Kathy Reichs, forensic anthropologist certified by the American Board of Forensic Anthropology. She is currently a member of the National Police Services Advisory Council in Canada. She is a Professor in the Department at the University of North Carolina-Charlotte. She is also a successful writer. In this video Kathy Reichs talks about Forensic Anthropology and how her work influences her writing.

Uploaded: 28/11/2012

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1

*Before watching the video, read the following text.*

Forensic Anthropology is the application of anthropology to criminal investigations. It incorporates concepts and methods from biological anthropology (the study of the physical aspects of humanity). Identifying unknown individuals is a key part of forensic anthropology. Anthropologists assist in identifications primarily by constructing a biological profile. This includes estimating age, sex, stature and ancestry, as well as identifying specific characteristics, like diseases or injuries. In addition to helping identify human remains, the anthropologist analyzes injuries that happened around the time of a person's death, which can help determine how a person died. The word 'forensic' comes from the Latin term "forensis" which means "of or before the forum". In Roman times, a criminal charge meant presenting the case before a group of public individuals in the forum. Both the person accused of the crime and the accuser would give speeches based on their side of the story. The individual with the best argument and delivery would determine the outcome of the case. This origin is the source of the two modern usages of the word forensic – as a form of legal evidence and as a category of public presentation.



2

*Answer the following questions and exchange ideas with your classmates.*

- a. Have you ever read any novels by Kathy Reichs?
- b. Have you ever seen the CSI (Criminal Scene Investigations) series?
- c. Can you describe a CSI scene you have seen on TV and the role of forensic scientists?



3

Match these five forensic professions with their definition.

- a. Forensic Botanist
- b. Forensic Identification Specialist
- c. Forensic Archaeologist
- d. Forensic Entomologist
- e. Forensic Anthropologist

1. They help identify deceased individuals from remains that are heavily damaged or decayed. They use their expertise to determine the sex, age, height and ancestry of the deceased. They can also offer insight on trauma or disease affecting the remains.
2. They study insects at crime scenes and how these live off dead humans and non-human animals. They can estimate how long human remains have been undetected, as well as have an idea about the cause of death and tell whether or not the body has been moved after death.
3. They are police officers whose function is to search the crime scene for evidence. These specialists will document the scene, search for evidence, such as fingerprints, footprints, tire tracks, etc., and present this evidence in court as expert witnesses.
4. They recover and interpret human remains and material evidence from burial grounds for law enforcement and other legal agencies. They are called as scientific witnesses to courts of law and they also investigate crimes related to mass graves from armed conflict.
5. They review the plant evidence of a crime scene to determine several things, e.g. what time of year burial may have taken place or if the vegetation has been disturbed. They can also use information to establish if the body has been moved.



4

Watch the video twice and answer the questions.

- a. What do forensic anthropologists specialize in?
- b. What two questions do forensic anthropologists help officers with?
- c. What does Kathy like about her work?
- d. What are the three different fields Kathy works on?
- e. What did Kathy do in Guatemala?
- f. What is the toughest case she worked on?
- g. What do forensic anthropologists need to have in their job?
- h. What techniques do people doing her job have to develop?



Kathy Reichs



5

Discuss in groups.

- a. Would you like to read one of Kathy Reichs' books?
- b. Do you think that you could work as a forensic anthropologist? If not, why?
- c. Why do you think this kind of books and CSI episodes are so popular?



Video Activity 2: Beneath the Tip of the Iceberg

[https://www.youtube.com/watch?v=RT\\_7xv6JH2o](https://www.youtube.com/watch?v=RT_7xv6JH2o)

Expert: Darla Deardorff, author at Duke University, John Hope Franklin Center for Interdisciplinary and International Studies

Uploaded: 09/01/2012

License: YouTube standard



1 Before watching the video, read the following text.

The term **Standard Social Science Model**, or **SSSM**, became the dominant theory in the Social Sciences during the 20<sup>th</sup> century. According to this theory, the mind is a general-purpose cognitive device almost completely determined by culture. This theory became widespread after the publication of *The Adapted Mind* by John Tooby and Leda Cosmides in 1992.

In 1976, the anthropologist Edward Hall developed the **iceberg analogy of culture**. If the iceberg represents culture as a whole, some aspects are visible, above water, while others – deep culture – are hidden. The visible aspects include language, behaviour and some beliefs, while in the hidden part we find the internal, subconscious values, beliefs and thoughts that underlie behaviour.



2 Look at the image of an iceberg and brainstorm ideas.

- a. Which are in your opinion the visible parts?
- b. And the hidden parts?



3 Now look at this representation of Hall's analogy and compare it with your answers.

- a. How do they differ?
- b. Discuss differences.





4

*Watch the video twice and choose the best option.*

- a. One way of thinking about culture is through the iceberg ...
  1. metaphor.
  2. analogy.
  3. model.
- b. In the top part of the iceberg, we find the fun parts of culture like ...
  1. music, love and dress.
  2. music, art and dress.
  3. music, food and dress.
- c. The lower part of the iceberg is difficult to understand for ...
  1. English people.
  2. English learners.
  3. anthropologists.
- d. *Beneath the tip of the iceberg* is a ...
  1. course-book for English language learners at upper-intermediate to advanced levels.
  2. workbook for English language learners at high-intermediate to advanced levels.
  3. textbook for English language learners at high-intermediate levels.
- e. The book helps the reader to ...
  1. understand the upper cultural patterns.
  2. navigate the upper parts of the iceberg.
  3. navigate the deeper levels of culture.
- f. The book includes stories from ...
  1. specific racial and ethnic backgrounds.
  2. all geographical regions.
  3. a small variety of backgrounds.
- g. The purpose of the book is to improve ...
  1. vocabulary, speaking and writing skills.
  2. cultural understanding.
  3. both language skills and cultural patterns.
- h. The purpose of the video is to ...
  1. promote Duke University.
  2. review a textbook.
  3. help understand the iceberg analogy.



5

*Discuss in groups.*

- a. Would you like to use a book like *Beneath the Tip of the Iceberg* in class? Why?/Why not?
- b. Do you think that studying only one language is enough? If not, why?
- c. Are you interested in British and American culture?
- d. What aspects are different from Italian culture?

# FURTHER MATERIALS

## UNIT 2 - SOCIAL ASPECTS OF ANTHROPOLOGY

### C. THE CONCEPT OF FAMILY IN ANTHROPOLOGY



1

While reading, complete each blank space with the correct word in the box.

anthropologist – barbarism – brothers – dominant – open

#### The evolutionary development of the family

In 1870, (1) ..... Lewis Henry Morgan identified six stages in the evolutionary development of the family. The six stages were associated with three different steps in human evolution called savagery, (2) ..... and civilisation. Here are the different stages:

#### Savagery

1. a horde living in promiscuity with no sexual prohibitions and no real family structure;
2. a group of (3) ..... was married to a group of sisters;
3. group marriage, but not between brothers and sisters.

#### Barbarism

4. (4) ..... relationship between a man and a woman living with other people;
5. husband-(5) ..... family in which the husband had more than one wife;

#### Civilisation

6. monogamous family with one wife and one husband.

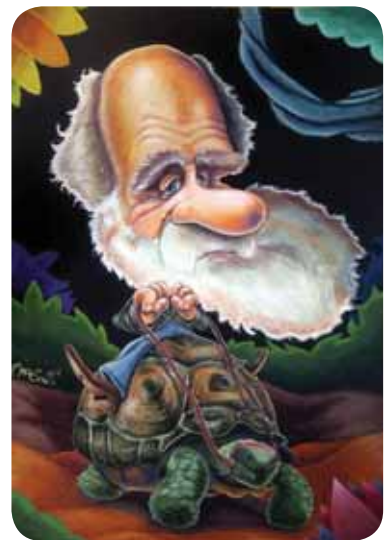
However, Morgan's distinction is not supported by ethnographic data: there is no real evidence among existing primitive tribes that marriages between brothers and sisters have ever been permitted.



L.H. Morgan.

# CLIL

## BIOLOGY – DARWIN’S THEORY



1

Listen to an imaginary interview with Charles Darwin on human evolution, based on quotations from his books and actual interviews. Are the statements below true (T) or false (F)?

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| a. Darwin discusses human evolution in his book <i>The Origin of Species</i> .                   | <input type="checkbox"/> | <input type="checkbox"/> |
| b. For Darwin, human evolution is the most interesting problem for the naturalist.               | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Darwin collected material on human evolution, but was not interested in publication.          | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Darwin said that it is impossible to determine the exact moment when an ape became a man.     | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Thomas Huxley identified the precise line of demarcation between the animal world and humans. | <input type="checkbox"/> | <input type="checkbox"/> |



2

Choose one of the quotations below from Charles Darwin and comment on it in about 100 words.

- "I have called this principle, by which each slight variation, if useful, is preserved, by the term Natural Selection."
- "In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment."