

ANTH 151 Emerging Humanity- Sustainability Related (Online)

3 credits, CRN 61175

INSTRUCTOR: Christian Palmer

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EFFECTIVE DATE: Fall 2017

Welcome to Anthropology 151, Emerging Humanity. This course provides an in-depth analysis of the origin and development of human culture and society through an examination of archaeological evidence. We will explore what makes the human species unique by examining the development of agriculture, early cities, and human interactions with the environment. Throughout this process we will be making comparisons with modern societies, critically examining ideas of modernity and progress while recognizing fundamental changes that have occurred. A significant component of the course will examine the early settlement and social and cultural development in Hawaii.

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain **knowledge and understanding of Hawai'i and its unique heritage**. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

CATALOG DESCRIPTION

Anthropology 151 is an introduction to human biological and cultural evolution from the origins of primates through early city-states (1500CE). It emphasizes the importance of an evidence-based, holistic perspective for understanding humans in their historical and social contexts.

STUDENT LEARNING OUTCOMES

At the end of this course, successful students will be able to

1. Describe the human phylogenetic past, applying the theory of evolution to explain major morphological transitions of the lineage.
2. Discuss the relationship(s) among human biology, culture, and environment, both prehistoric and historic.
3. Demonstrate an appreciation for how anthropologists gather and use evidence about the past to describe human biological and cultural variation.

FOUNDATIONS HALLMARKS:

Global & Multicultural Perspectives (FGA)

1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives.
3. Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

COURSE ASSIGNMENTS AND GRADING

The courses grading policy is designed to give students complete control over their grade. You can get any grade that you would like depending on the amount of time and energy you put into the course work. Everyone is completely capable of achieving an A in the course if you put in the time and effort. This emphasizes that learning is about time and energy rather than innate ability. More complete descriptions, rubrics, and an example of each assignment are available on laulima to help you understand how each assignment will be evaluated. Please examine these resources before starting the assignments and feel free to ask if you have any questions.

POINTS AND GRADING

Assignment	Points	Total	Grade Scale
Section Projects		60	A 270-300 B 240-269 C 210-239 D 180-209 F 000-179
Paleolithic Games	15		
Agriculture Potluck	15		
Early Civilizations	15		
Hawaiian Archaeology	15		
Section Quizzes	10 x 4 quizzes	40	
Readings			
Online Forums	5 x 16 weeks	80	
Online Comments	2.5 x 16 weeks	40	
Films			
Film Responses	5 x 8 films	40	
Service Learning	40	40	
And/or Book Report	40		
Extra Credit			
Extra Service Learning	20	20	
Extra Book Report	20	20	
Office Hours	2 per visit	10	
Films	4 per film	20	

Section Projects: There is a small project for each section that is worth 15 points. Each of these projects is described briefly below. The project encourages different kinds of learning that is more hands-on and experimental.

Paleolithic Games: This is experiential project that will be held during the fourth week of classes. Pick one of these categories and build the project from found (not purchased) materials. You can use hand but not power tools to build your artifacts. Document the process with a short 1-2 page description of what you did and how it went. Document the process and end product with video and photos if possible. There will also be a competition for each category and the winner will receive extra credit.

- Constructing containers- build some kind of container to hold something. It can be a basket, bowl, or pot. The containers will be judged on aesthetics, strength, and durability.
- Projectiles- build either a bow and arrow, sling, spear, or spear and spear thrower. These projectiles will be judged for accuracy, distance, as well as aesthetics.
- Making Fires- build some way of creating fire using sticks. They will be judged by the amount of fire you produce.
- Hunting and Gatherings- bring some kind of food that you have fished, hunted, or gathered using stone-age technology. This will be judged on taste.
- Stone tool construction- build some kind of stone hand axe, scraper, or other tool by chipping or grinding. The rock in Hawaii is not very good for chipping but it is still possible. This will be judged by its aesthetics and usefulness.

Agriculture Recipe: For this assignment you will find a plant or grain you have never eaten before and cook

something with it. Research that key ingredients in the dish, explaining where and when that plant or animal was domesticated and a little bit about the process of domestication. I will provide a list of different species you can choose from. You should write a 1-2 page description (300-500 word) about the plant and what recipe you made and what you learned about its domestication.

Early Civilizations: You will create a short presentation on an ancient civilization. Your presentation should focus on one of the following topics: archaeology, language/writing, art/culture, social hierarchy, or environmental interactions. You will create a powerpoint presentation and post it on laulima. This presentation should include a bibliography to document your research on the topic with 2-5 sources.

Hawaiian Archaeology: Pick a local Hawaiian archaeological site (from a sign-up sheet) and visit and do a research project on the site. You will prepare a powerpoint presentation or video and post it on laulima.

Section Quizzes: Section Quizzes will test your basic knowledge of key concepts for this course. Each will be a mixture of multiple choice, matching, and short essay questions that will test your knowledge of the key topics of the course.

Readings: Much of the learning for the course will happen through scientific and popular articles that support the course material. These readings will complement the course work and will help improve your understanding of core concepts. You can participate in online discussions about the readings on laulima to get these points or you can write your responses to the discussion and turn them in on the day we discuss the readings. Each discussion post should be 150-300 words long. There will be a forum for each reading with several key questions.

Final Project: For the final project you can pick between service learning or a book report. See the descriptions below of each assignment.

Service-Learning: Service-learning combines community service with course learning and deliberate reflection. Volunteer with a non-profit organization to reflect on and gain a better understanding of issues human relationships with the environment in Hawaii. Your task is to understand how people in Hawaii have adapted to their physical and social environment(s). Requirements: S-L Student Project Proposal form; Assumption of Risk, Release, and Waiver form; service learning journal; timesheet (days/times/total hours); Supervisor Evaluation form. For this course you will be required to do 10 hours of service learning. If you want to get a service learning certificate you can do twenty hours and I will give up to 20 points of extra credit if you do the additional 10 hours.

If you are planning on doing Service Learning you should attend the Service Learning Fair in Akoakoa where numerous organizations will be present. You will hand in a service learning journal that documents what you did over the course of service learning and what you learned from your experience. There should a couple of paragraphs for each time that you did service learning hours.

Or

Book Reports: Read one of the books on the list and write a 3-5 page report that summarizes and analyzes the key arguments of the book and show how it connect to themes of the course. You can do an additional book report for 20 extra points.

Extra Credit: Throughout the quarter different cultural events, films, lectures, and other opportunities will arise for extra credit. You can also get extra credit for going to either Bishop Museum or Honolulu Museum of Art or other cultural/archaeological sites in Hawaii. For each of these activities you will write a one page summary and reaction to the event to get extra credit. You can also do additional film responses for extra credit.

Office Hours: I like to get to know students outside of class. If you come to talk to me during office hours I can get to know you better which helps me get to know and meet the needs of my students. Because of this, I give two extra points every time you come to office hours.

Plagiarism:

You are required to do all of your own work, unless the project is specifically designated as a group project. You must recognize where you get your information from and cite all sources appropriately using APA, Chicago or MLA citation guidelines. This is true for internet, print, or any of other kind of media. Failure to cite properly, or borrowing another person's work without recognizing them is considered plagiarism. Anyone caught plagiarizing will receive zero points for the assignment. Repeated plagiarism will be referred to the Office of Student Affairs and can be considered grounds for failing the course. If you have any questions, please talk to me or to writing tutors to better understand plagiarism.

LEARNING RESOURCES

[Introduction to Paleoanthropology](#): Free, open access wiki textbook.

All other readings will be available as PDFs on Laulima or as hyperlinks on the syllabus.

SCHEDULE OF CLASSES, READINGS AND ASSIGNMENT

WEEK	Date	Discussion Topics	Readings and Assignments
Section 1: Human Evolution and Early Development			
1 Introductions Archaeology vs History	8/21-8/27	Introductions and Course Description Introduction to Anthropology (Prezi) Archaeological methods (Prezi)	Read: ANTH 151 Syllabus (On laulima) Wikibook: Introduction to Paleoanthropology -Defining Paleoanthropology -Origin of Paleoanthropology Wikipedia: Archaeology Post: Introduction Online Thursday 8/24 Forum Week 1: Archaeology Thursday 8/24 Forum Discussion Responses Sunday 8/27
	8/26	Service Saturday: Papahana Kuaola	
2 Archaeology Theory	8/28-9/3	Origins and Development of Archaeological Theory (Prezi) Watch: Origins of Us (2011) BBC documentary, 3 episodes, 60 min each (Watch one) 1. Brains 2. Guts 3. Bones	Read: Introduction to Paleoarchaeology: (Suggested Supplemental Readings) -Dating Techniques -Cultural Evolution and Progress -Darwinian Thought Thompson (2012) Tennessee Monkey Law Post: Forum Week 2: Archaeology Theory Thurs 8/31 Forum Discussion Responses Sunday 9/3 Film Response 1 Sunday 9/3
3 Human Fossils: Evolutionary Processes	9/4-9/10	Human Evolution and Early Fossils (Prezi) -Creationism and Evolution Introduction to the Paleolithic Games (form teams)	Read: Introduction to Paleoarchaeology: -Importance of Bones -Early Hominid Fossils -Phylogeny and Chronology -Early Hominid Behavior

		<p>Watch: The Human Spark (2010) 3 episodes- 50 minutes each (Pick one) link</p> <ol style="list-style-type: none"> 1- Becoming Us 2- So Chimp, So Human 3- Brain Matters 	<p>Post: Online Forum Week 3: Human Fossils Thur 9/7 Forum Discussion Responses Sunday 9/10 Film Response 2 Sunday 9/10</p>
4 Modern Humans, Paleolithic Games, and Projects	9/11-9/17	<p>Modern Humans and Paleolithic Art -the development of tools (Prezi)</p> <p>Paleolithic Games</p> <p>End of Section 1: Grade Check</p>	<p>Read: Introduction to Paleoarchaeology: -The Oldowan Period -The Acheulian Period -Hominids of the Acheulian -Technology in the Acheulian -Hominids of the Middle Paleolithic -Technology of the Middle Paleolithic -The Upper Paleolithic</p> <p>McCoid, C. and L. McDermott (1996) Towards decolonizing gender: female vision in the Upper Paleolithic. <i>American Anthropologist</i> 98(2): 319-326.</p> <p>Post: Forum Week 4: Gender and Archaeology Thur 9/14 Paleolithic Games 2/5 Sunday 9/17 Forum Discussion Responses Sunday 9/17</p> <p>Upload: Section 1 Quiz 9/17</p>
Section 2: The Development of Agriculture			
5 Human Migrations	9/18-9/24	<p>Human Migrations (Prezi) Human Genetic Diversity Project</p> <p>Watch: The Incredible Human Journey, 5 episodes. 60 min each. (Pick One)</p> <ol style="list-style-type: none"> 1- Out of Africa 2- Asia 3- Europe 4- Australia 5- The Americas 	<p>Read: Gugliotta, Guy (2008) The Great Human Migration: Why humans left their African homeland 80,000 years ago to colonize the world. Smithsonian Magazine.</p> <p>Post: Online Forum Week 5: Human Migrations Thur 9/21 Film Response 3 Sunday 9/24 Forum Discussion Responses Sunday 9/24</p>
6 Origins of Agriculture	9/25-10/1	<p>The Origins of Plant and Animal Domestication (Prezi)</p> <p>Crash Course in World History: Agricultural Revolution</p> <p>The Impact of Agriculture on Humans (Prezi)</p> <p>Watch: Stories from the Stone Age. 15 Episodes. 10 min each (Watch 6).</p>	<p>Read: Diamond, J. (2002) Evolution, consequences and future of plant and animal domestication. <i>Nature</i> 418, 700-707</p> <p>Post: Online Forum Week 6: Agriculture Thursday 9/28 Film Response 4 Sunday 10/1 Forum Discussion Responses Sunday 10/1</p>
	9/30	Service Saturday: WCC Hawaiian	

		Studies Garden	
7 Development of Agriculture	10/2-10/8	Development of Agriculture Ancient Agriculture Debate: Food production systems	Read: Sahlins, Original Affluent Society Post: Forum Week 7: Development of Agriculture 10/5 Forum Discussion Responses Sunday 10/8
8 Social Complexity	10/9-10/15	Early Social Complexity (Prezi) TED Talk: Yuval Harari: What explains the rise of humans? Ancient Recipe End of Section 2: Grade Check	Read: Toye, The emergence of complex society: a comparative approach Post: Forum Week 8: Social Complexity Thur 10/12 Ancient Recipe Sunday 10/15 Forum Discussion Responses Sunday 10/15 Upload: Section 2 Quiz 3/3 Last Day to Withdraw
Section 3: Complex Society and States			
9 State Formation and Writing	10/16-10/22	Writing and Social Complexity (Prezi) Mesopotamia and The Code of Hammurabi (Prezi) Watch: Crash Course in World History, Youtube. Episodes 2-8, 13 minutes each (Watch all)	Read: Palmer, K (2009) Writing: a necessary undertaking in advanced society . Student Pulse. Whipps, C. (2008) How writing changed the world . Live Science. Post: Forum Week 9: States and Writing Thur 10/19 Forum Discussion Responses Sunday 10/22 Film Response 5 Sunday 10/22
10 Social Complexity and the Environment	10/23-10/29	Early States and the Environment (Prezi) Sign up for Early Civilization Presentations The Anthropocene (Prezi)	Read: Environmental Disasters in the Cradles of Civilization Post: Forum Week 10: Environment Thursday 10/26 Forum Discussion Responses Sunday 10/29
	10/28	Service Saturday: Paepae o Heeia	
11 Ancient Knowledge and Technology	10/30-11/5	Ancient Knowledge and Technology (Prezi) Watch: Cracking the Maya Code. PBS Boca.	Read: Graeber, C. (2011). Farming like the Incas Post: Forum Week 11: Ancient Knowledge and Technology Thursday 11/2 Forum Discussion Responses Sunday 11/5 Film Response 5 Sunday 11/5
Spring Break 3/27-4/2			
12 Early	11/6-11/12	Early Civilizations	Post: Forum Week 12: Civilization Presentations 11/9

Civilizations Presentations		End of Section 3: Grade Check	Forum Discussion Responses Sunday 11/12 Early Civilization Slide Show Sunday 11/12 Upload: Section 3 Quiz Sunday 11/12
	11/11	Service Saturday: Maunawila Heiau	
Section 4: Hawaiian Prehistory			
13 Early Polynesian Voyaging and Settlement	11/13-11/19	History and Archaeology of Hawaii (Prezi) Sign up for Hawaiian Resource Management Presentations Polynesian Voyaging (Prezi) Watch: Wayfinders: A Pacific Odyssey	Read: Rolett (2002) Voyaging and interaction in East Polynesia. Post: Forum Week 13: Polynesian Voyaging Thurs 11/16 Forum Discussion Responses Sunday 11/19 Film Response 7 Sunday 11/19
14 Hawaiian Resource Management and Impacts	11/20-11/26	Traditional Hawaiian Resource Management (Prezi) Environmental History of Hawaii (Prezi) Watch: Message in the Waves, BBC 2007	Read: Athens et al (2002) Avifauna extinction, vegetation change, and Polynesian impacts in prehistoric Hawaii. Kirch, P. (1982) The impact of the Prehistoric Polynesians on the Hawaiian Ecosystems. Post: Forum Week 14: Hawaiian Environmental Impacts 11/23 Forum Discussion Responses Sunday 11/26 Film Response 8 Sunday 11/26
15 Hawaiian Marine Resource Management	11/27-12/3	Ancient Hawaiian Marine Resources Management (Prezi) Hawaiian Resource Management Today	Read: Jokiel et al (2011) Marine resource management in the Hawaiian Archipelago: the traditional Hawaiian system in relation to the Western approach. Journal of Marine Biology Post: Online Forum Week 15: Hawaiian Resource Management 11/30 Forum Discussion Responses Sunday 12/3
16 Presentations	12/4-12/10	Presentations on Hawaiian Sites End of Section 4: Grade Check	Post: Online Forum Week 16: Course Feedback Thurs 12/7 Forum Discussion Responses Sunday 12/10 Hawaiian Site Presentation Sunday 12/10
Finals Week	12/11-12/15		Upload: Section 4 Quiz Service Learning and Book Reports Due 12/13

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.