

# **ANTH 151 Emerging Humanity- Archaeology of the Anthropocene Sustainability Focused**

3 credits, Online Asynchronous

INSTRUCTOR: Ian Masterson  
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EFFECTIVE DATE: Fall 2022

Aloha Kākou. Welcome to Anthropology 151, Emerging Humanity. We are living at a time when the human species is modifying the planet's climatic systems and ecological system at an unprecedented rate. To understand these changes, this course explores the origin and development of human culture and society archaeologically. We will explore human interactions with the environment over time examining tool development, hunting/gathering, the development of agriculture, and the formation of complex societies. 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 while focusing on human/environmental interactions over time and the sustainability of these continuing relationships. A significant component of the course will examine the early settlement and social and cultural development in Hawaii. Throughout the course we will be trying to better understand how our species can live better on this planet.

***He ali'i ka 'āina; he kauā ke kanaka.***  
**The land is a chief; man is its servant.**

## **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.

### SUSTAINABILITY LEARNING OUTCOMES

1. Identify the socio-cultural values and attitudes that facilitate sustainable living at the local, regional, and global level.
2. Describe how traditional and indigenous perspectives inform practices of sustainability

***He lawai`a no ke kai papa`u, he pokole ke aho; he lawai'a no ke kai hohonu he loa ke aho.***  
**A fisherman of shallow seas uses a short line; a fisherman of the deep sea uses a long line.**

### COURSE ASSIGNMENTS AND GRADING

The grading policy is designed to give students complete control over their grade. You can earn any grade that you would like depending on the amount of time and energy you put into the course work. 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 our online Lulima Classroom 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

Assignments	Points	Total	Grade Scale
<b>Online Discussions</b>	<i>(required)</i>	<b>300 points</b>	A 450-500
Forum Posts	16 x 15 weeks	240	B 400-449
Forum Comments	4 x 15 weeks	60	C 350-399
Introduction	1 x 1 week	20 bonus round	D 300-449
<b>Assignments/Projects</b>	<i>NEED 150 points</i>	<b>150 points for full credit from this area;</b>  100 max points For any category	F 0-249
Hawaiian Archaeology	50		
Paleolithic Games	50		
Agriculture Potluck	50		
Early Civilizations	50		
Service Learning	50 per visit		
Book Report	50 per book		
Wikipedia Editing	50 per entry		
Sustainability Events	50 per visit		
InQUIZitive Quiz Game*	10 points/15 weeks	150 * <b>Either / Or</b>	
<b>Alternative:</b> Unit Exams*	50 points x 3	150 points	
Final Exam <i>(required)</i>	50 points	50 points <b>(200 total)</b>	
Office Hours	10 points each	20 max	
Course Evaluation	40 points	40 points	

**Notes:** Much of the learning for the course will happen through the course Textbook website for Norton Books. There will be prezis, wikipedia articles, academic articles, and films that support the course material from the book, as well as Assignments, both from the book as well as a series of choices to learn more about archaeological techniques and theoretical challenges, production of tools using only what was available to the people of those times, and recognizing their sustainable outcomes as well. These materials will complement the online class discussions and content and will help improve your understanding of core concepts. It is a good idea to take detailed notes and summarize each item in order to reference them easily in the future.

***Ma ka hana ka 'ike.***  
**In working one learns.**

**Discussions:** Every week there will be an online forum to have discussions. You must post one response to each Forum topic for 16 points each (150-250 words). In addition, you should post 2 comments (50-150 words) on other's posts for two points each. I score the discussions as 20 points each, graded the following week. For the discussions you should write a short paragraph on how the material changed how you think about the topic, respond to one or another of the topic questions, and reply to your fellow students. More information is given under the Discussions tab.

**Project Assignment Options:** Choose AT LEAST three of the following project options that will be due throughout the semester. You can accumulate points by doing as many of them as you would like. Each of these items has more information presented under Assignments Tab of our online Lualaba Classroom. Note that our textbook has "Workbook Activities" that you can choose from as well. Enjoy the tasks, they are fun and informative!

1. Hawaiian Archaeological Sites
2. Paleolithic Games
3. Plant Domestication Potluck
4. Civilization Presentation
5. Service Learning
6. Wikipedia Editing
7. Book Report
8. Sustainability Events (Can be online Zoom stylee)...
9. Cultural Events
10. Norton Workbook Activities (several tasks will be offered along with the appropriate Chapter)

**More about Sustainability Events:** There will be a variety of sustainability speakers, workshops, films, etc throughout the semester. After each event, write/upload notes or a short (200-250 words) summary and reaction to the event to our online Classroom.

**More about Cultural Events:** Throughout the semester 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 and post it on our online Classroom as Extra-Credit Assignments.

**Office Hours:** I like to get to know students outside of class. If you schedule a Zoom meeting with 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 five extra points every time you come to office hours.

**Course Evaluations:** Complete the UH Course Evaluation at the end of the semester and post a picture of your completed survey on our online Classroom for 5 points of extra credit.

#### LATE WORK POLICY

All notes (readings, films, podcasts) are normally due before class on the day it is marked on the syllabus and must be uploaded to our online Classroom before class. After that you can turn it in late for minus two points per discussion and four points per Project/Assignment. All work can be turned in late up until the last day of classes. Please note that due to the Asynchronous nature of the course and sensitivity of the COVID-19 situation here in Hawai'i, I am leaving all assignments open until the final day of exams. I want you all to succeed even under these circumstances, so please do not wait until it is too late. Mahalo, Kumu Ian

## 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

OUR MAIN TEXTBOOK LANDING PAGE IS A LINK IN THE LEFT TABS COLUMN ON OUR LAULIMA WEBSITE. It is HIGHLY RECOMMENDED that you get InQUIZitive because it is worth 10 points per week x 15 weeks; IF THE PAGE ASKS YOU TO "REGISTER A CODE< OR PURCHASE ACCESS, then you are in the wrong place, go back. Instead, go to our WCC Homepage, under the Student Services tab click on LAULIMA and it should take you to the correct login page, enter your UH ID and password, then you will see the link to our textbook once you get to our ANTH 151 Home page. If you get this right, you are in, otherwise, set up a ZOOM conference with me and I can walk you through it all. Mahalo for your patience with adjusting to a new Learning Management System. Aloha:

WORLD PREHISTORY AND THE ANTHROPOCENE: An Introduction to Human History by Joy McCorrison and Julie Field

*E kaupē aku nō i ka hoe a kō mai.*  
**Put forward the paddle and draw it back.**

## STUDENT SERVICES

There is a wide variety of support services available for students at WCC. These range from career counseling to help with your computer. There is also a speech center that can help with presentations and a writing center that can help with your written assignments for the course. Please take advantage of these services to support your educational journey. More information can be found here.

<https://windward.hawaii.edu/onestop/>

## 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. Revised May 25, 2011*

## TITLE IX

*Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit:*

[https://windward.hawaii.edu/Title\\_IX/](https://windward.hawaii.edu/Title_IX/).

*Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235- 7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.*