UNIVERSITY of HAWAIʻI
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Koʻolau

ANTH 151 ~ Emerging Humanity

Archaeology of the Anthropocene ~ Sustainability Focused

WCC Summer 2026 ~ 3 Credits | CRN 98732

Windward Community College Mission Statement

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'ake akamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu— hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

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

Instructor Information

Ian ʻAkahi Masterson

Office: Naʻauao 111 (Office Phone TBD)

Office Hours: Generally 1:00-2:00 Tu; By Appointment ~ Zoom Conference or Campus meet-up;

We also have a two-way discreet student communication through our Lamakū Site “Group” tab;

In general, there is a Discussion Q&A for most topics, and you may use the Group tab for one-on-one communications; if you must, email or contact me at the number below and I will get back to you within a day or two, if not sooner. I like to set my phone down sometimes. I am generally unavailable on the weekends, but I will get back to you by Monday evening in most cases. If you have a question regarding an assignment that is due, I will give you an extension, no worries.

Email: imasters@hawaii.edu ~ Just know that emails may take a few days for a response...

Cell Phone: (808) 780-4064 ~ text me between 8:00 a.m. – 6:00 p.m. for best results!

ZOOM: https://hawaii.zoom.us/j/7793157468 *Request Passcode by phone or text please!

If you would prefer to meet in person, we can arrange a time during the day to meet on campus.

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course and grading status. Mahalo in advance for your understanding.

About

My name is Ian ʻAkahi Masterson, I was born in Malaysia and raised all over the world, landing in Hawaiʻi when I was 8 years old, 1980. My mom's family immigrated from Madeira Island to Oahu in 1879. I grew up in Kailua and graduated Punahou in 1989 and went on to USC for a year, then came back to Hawaiʻi to care for my mom who had breast cancer--she is a major inspiration to me and my family! I went to WCC from 1991 to 2000 part time while working archeology and playing in a reggae band Dread Ashanti, then became a Rescue Watercraft Operator/lifeguard at Kaneohe Marine base. I went on to HPU to get an Anthropology degree, then on to UH Mānoa where I did a degree in Pacific Islands Studies with my thesis work on Surfing as a traditional Hawaiian Cultural Activity. I am heavily involved in our local community and the surfing world, so please be patient if I do not get back to you right away. That said, we are in a pilot program here to better our asynchronous classes, so I plan to stay on it as best I can! No worries, we will get through this together, have some fun, and learn cool stuffs along the way! Aloha and welcome to our papa (class)!

Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alakaʻi 121
- Phone: (808) 235-7422

Course Information

Catalog Description

ANTH 151 ~ Emerging Humanity ~ This course is an introduction to human biological evolution and the archaeology of culture in the world prior to AD 1500. It emphasizes the importance of an evidence-based, holistic perspective for understanding humans in their historical and social contexts.

Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

1. Explain how archaeologists gather and use evidence about the past to describe human evolution, cultural change, and environmental relationships.
2. Describe human evolution, applying the theory of natural selection to explain major morphological transitions of the lineage.
3. Discuss the prehistoric and historic relationship(s) among human biology, culture, and environment and compare them to modern environmental challenges.

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.

Activities Required at Scheduled Times Other than Class Times

There are several activities that students must complete outside of the classroom/online environment, on their own time. If the student cannot complete them, alternatives are given.

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.

Required Materials

Required Materials are all found on our Lamakū website, directly in the modules or as links to the WWNorton online textbook and IDAP Activities (InQuizitive, Videos, etc):

WORLD PREHISTORY AND THE ANTHROPOCENE: An Introduction to Human History

by Joy McCorriston and Julie Field; & the IDAP program activities that go with it.

Course Format

This course is a fully online, Asynchronous (meaning NO MEETING TIMES) 16-week course. Students interact with the course instructors, peers, and content through our new learning platform Lamakū. Content is also provided through an online textbook and IDAP activities provided by WW Norton. There is a charge for this Ebook & IDAP package that goes to your UH account (unless otherwise funded)—do not "register" if prompted upon login to WWNorton.

ALWAYS log into Lamakū, access our course page, and click the link to reach the Ebook and IDAP activities, that way you will not be prompted to register. ALWAYS log into Lamakū, access our course page, and click the link to reach the Ebook and IDAP activities, that way you will not be prompted to register.

This course is offered in a 16-week time frame. Please note that this is not a self-paced course, the class schedule is strictly followed. There are activities on our WWNorton IDAP program and in the Lamakū modules.

Course Technology (Optional)

Lamakū Learning Management System (https://lamaku.hawaii.edu/d2l/home)

- Keeping Accessibility and UDL in Mind - Google Docs
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Regular Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: RSI Definition-WCC. In general, new content modules will be released weekly on the weekend before instruction begins for those modules. Announcements will also be put out on a weekly basis, usually on Mondays, unless there is something to address in the interim. Be sure to update your Lamakū Notifications to receive Announcements notifications for both computer and the Pulse app. I will pop into discussions regularly to see that you are keeping up, and I will respond to a couple threads following the initial post due date and student response due date.

I can look over and give comment to any assignment if you send it to me a couple days in advance. Lamakū rubrics are used for general grading purposes. Feedback is usually given in writing, unless video feedback is requested or better suited, both found in Grades. Please allow up to 1 week for grading/feedback. For the InQuizitive IDAP Assessments you'll be able to instantly see your quiz scores, and I will go into WWNorton to see that you are keeping up with that activity.

Other Technology

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- Google Sheets is used to create assignment and reference worksheets (accessibility statement, privacy policy)
- Google Docs is used to create the Course Design Document and rubrics (accessibility statement, privacy policy)
- Loom is used for screen recording (accessibility statement not provided, privacy policy)
- YouTube is used for delivering some of the course content (accessibility statement, privacy policy)
- Zoom is used for the Synchronous Sessions and virtual office (accessibility statement, privacy policy)

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Effective fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Grading Policy

Evaluation of the student's learning outcomes will be based upon completion of homework assignments, projects, online discussions, and online assessments. 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.

All assigned activities are normally due and must be uploaded to our online Classroom by 11:59 p.m. on the due date for asynchronous classes. After that you can turn it in late but you may not get substantial feedback, and if it happens regularly, you may be subject to a reduction of 5-10% of points per late discussion, project, or assignment. All of this is purposely designed to put you in control over your time, energy, and grade in the course while providing clear guidance and structure.

All work can be turned in late up until the last day of classes, but please do not wait until the last week to accomplish things, it would be very difficult to achieve. Please note that due to the nature of life as a college student here in busy Hawai'i, I am leaving all online activities open until the final day of exams. By doing this you may not receive a reminder that an assignment is closing. Stay on it! I want you all to succeed under any circumstances, but please do not wait until it is too late.

Assessment Tasks and Grading

Kumu & Haumāna Interactions

Introduction Discussion ~ 20 points (required in week 1 for Attendance Verification)

Teacher-Student Call or Zoom meeting ~ 10 points (Extra Credit)

Course Evaluation (take a screenshot of completion page) ~ 20 points

*Final Exam ~ 50 points (Implemented if weekly participation in IDAP & Discussions drop off)

Discussions

Module Discussions ~ 20 points each x 15 weeks = 300 points

Final Discussion ~ 50 points = 50 points

Field Lab Presentations

Global Archaeology Field Lab Presentation~ 50 points = 50 points

Hawaiian Archaeology Field Lab Presentation ~ 50 points = 50 points

Hakipu`u Case Study Discussion ~ 50 Points

Cultural Exploration Project

6 Options to choose from, 1 required ~ 50 points

WWNorton IDAP (Required)

Ebook Reading Points ~ 10 points per chapter = 150 points

InQuizitive WWNorton Activity ~ 10 points each chapter = 150 points

TOTAL POSSIBLE POINTS: = 900 points + extra credit options + *final exam

POINTS AND GRADING ~ A = +750; B = +650; C = +550; D = +450; F = 299 points or less

There will be prezis, wikipedia articles, academic articles, and films that support the course material from the Ebook, as well as Assignments, both from the Ebook 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.

Online Discussion Forums:

Every week there will an online forum every week. You must post a 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 4 points.

Hawaiian & Global Archaeology Field Lab Assignment & Presentations:

Two projects, not just one. For the first Field Lab, you will go to a HAWAIIAN CULTURAL site, in person or virtually, and present an online slideshow about that site. For the Second Field Lab, you will go to a CULTURAL site OUTSIDE OF HAWAIʻI (Nationally or Internationally), in person or virtually, and present an online slideshow about that site. For instance, the first assignment you might choose ʻUlupō heiau in Kailua, then for the second assignment you might choose Nan Modal in the Federated States of Micronesia, or even Stonehenge in England! More information will be found on our Lamakū website under Assignments.

Hakipu`u Case Study:

See the Discussion Forum for this information and submission, including a 20-minute video lecture and supporting slideshow PDF and a ~20 page Ethnography to read, then post 250 words at minimum and reply to two other student posts on it. 50 points - required.

Cultural Exploration Project Assignment Options:

Choose one option to submit for credit. You may do a second option if you need extra credit points. These labs will teach you how to do anthropological research and you will contribute to a larger ethnographic project on human and environmental interactions in Hawaii or wherever you are at. These will be submitted via Lamakū Assignments.

1) Service Learning: This project connects us with some of the great community organizations that are restoring Hawaiian landscapes, native ecosystems, and building community. There are a number of community organizations in Koʻolaupoko that are doing awesome work. These groups are working to restore archaeological sites using traditional Hawaiian resource management techniques which connect with experimental and applied archaeology.

2) Sustainability Events: There are a variety of sustainability speakers, workshops, films, etc that you can access online, on campus, or in the community. Choose a specific subject that has to do with sustainability in some way and attend/view at least one for course credit and share out on a discussion forum. After each event, write/upload notes and do a short summary and reaction to the event.

3) Letter to Politicians: As we talk about sustainability you can write (and send or email) a letter to a government or business leaders to recommend changes to policy or legislation around the issue. The letter should be thoughtful, researched, and well written. Once graded, post and send it!

I RESERVE THE RIGHT TO IMPLEMENT A FINAL EXAM WORTH 50 POINTS IF NECESSARY!*

Implemented if weekly course participation in discussions and IDAP Activities drop off.

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

AI is NOT okay in my class. Please think for yourself. In this course, students are not permitted to use generative AI applications such as ChatGPT, Bard, or Bing, in whole or in part, to generate course materials or assignments. Grammar and spell checking tools such as those integrated into MS Word may be used. If you have any questions about whether a particular tool or specific use is permitted, check with the professor. UH AI Recommendations and AI Icons & Sample Statements.

Student Responsibilities

- Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to in class and online discussions, and asking pertinent questions. It means responding in a timely manner for asynchronous classes. Please be on time for class if this is a synchronous or face to face course section.
- Attendance is important. If you miss a class, you can make up the missed work, but it is difficult to truly grasp what was missed in the classroom interactions, so please show up and be present. If you want to make up work, extra credit opportunities will be given.
- Please do not use cell phones or computers in the classroom unless it is related to our coursework, if this is a synchronous class or face to face course section, or on a field trip.
- We are committed to the University of Hawai'i's goal of ensuring a safe and civil learning and working environment in which the dignity of every individual is respected. Many subjects covered are sensitive, be pono. In this class we will ensure that you feel free and safe to express yourself, share information and ideas, and respect each other's opinion.
- Students may check the Student Notifications page on the website for canceled classes.

How to Seek Academic or Technical Support

Academic Support

- Windward Community College Library

- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū – Click on the Lamakū Help link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- Information Security for Students

College Policies & Support Services

Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako'o 106) for more information.

TRIO PROGRAM

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Here is their contact info:https://windward.hawaii.edu/trio/

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance,

persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs website.

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

LGBTQ+

The University of Hawai'i system and Windward Community College are committed to building an inclusive community that supports and advocates for all Students, Staff, and Faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. University of Hawai`i Commission on LGBTQ+ Equality at their website: http://www.hawaii.edu/offices/president/lgbtq/ Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Desrae Kahale, Interim UH System Confidential Advocate
Phone/Text: (808) 808-235-7393
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 101

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

Course Schedule

Students may check the Windward Student Notifications page on the website for canceled classes and/or school closures.

Week	Date	Module / Topic	Due Dates
1	5/26/2026	***Course Introduction, Module 1: ARCHAEOLOGY AND THE ANTHROPOCENE, & Module 2: DISCOVERING DIVERSITY*** • **Tuesday** o Look over the "Start Here" Course Introduction Page o Read the Syllabus o Introduction Discussion Assigned o Read CH#1 in the Ebook & Resources o Watch CH#1 Videos, & o Review Slideshow & all Task List materials; o CH#1 InQuizitive Activity Assigned • **Wednesday** o Introduction Discussion Initial Entries Due o Cultural Exploration Option Assigned (Due Week 6) • **Thursday** o Introduction Discussion Replies to 2+ Students o M#1 Discussion Initial Entries Due o CH#1 IDAP InQuizitive Activity Due • **Friday** o Read CH#2 in the Ebook & Resources o Watch CH#2 Videos o Review Slideshow & all Task List materials; o M#2 Discussion Assigned o CH#2 InQuizitive Activity Assigned • **Sunday** o M#1 Discussion Replies to 2+ Students Due o M#2 Discussion Initial Entries Due o CH#2 IDAP InQuizitive Activity Due	5/31/2026
2	6/01/2026	***Module 3: TECHNOLOGY MAKES THE HUMAN, Module 4: PEOPLING THE WORLD, Module 5: DIGGING IN*** • **Monday** o Read CH#3 in the Ebook & Resources o Watch CH#3 Videos o Review Slideshow & all Task List materials; o CH#3 InQuizitive Activity Assigned o M#3 Discussion Assigned	6/07/2026

Week	Date	Module / Topic	Due Dates
		• **Tuesday** o M#2 Discussion Replies to 2+ Students Due o M#3 Discussion Initial Entries Due o CH#3 IDAP InQuizitive Activity Due • **Wednesday** o Hawaiian Archaeological Site Project Assigned o Read CH#4 in the Ebook & Resources o Watch CH#4 Videos o Review Slideshow & all Task List materials; o CH#4 InQuizitive Activity Assigned o M#4 Discussion Assigned • **Thursday** o M#3 Discussion Replies to 2+ Students o M#4 Discussion Initial Entries Due o CH#4 IDAP InQuizitive Activity Due • **Friday** o Read CH#5 in the Ebook & Resources o Watch CH#5 Videos o Review Slideshow & all Task List materials; o M#5 Discussion Assigned o CH#5 InQuizitive Activity Assigned • **Sunday** o M#4 Discussion Replies to 2+ Students Due o M#5 Discussion Initial Entries Due o CH#5 IDAP InQuizitive Activity Due	
3	6/08/2026	***Module 7: UNDERSTANDING HUMAN DECISION , & Module 8: PRODUCING FOOD*** • **Monday** o Read CH#6 in the Ebook & Resources Watch CH#6 Videos o Review Slideshow & all Task List materials; o CH#6 InQuizitive Activity Assigned o M#6 Discussion Assigned • **Tuesday** o M#5 Discussion Replies to 2+ Students Due o M#6 Discussion Initial Entries Due o CH#6 IDAP InQuizitive Activity Due • **Wednesday** o Hawaiian Archaeological Site Project Due o Read CH#7 in the Ebook & Read Case Study o Watch CH#7 Videos o Review Slideshow & all Task List materials; o CH#7 InQuizitive Activity Assigned	6/14/2026

Week	Date	Module / Topic	Due Dates
		○ M#7 Discussion Assigned • **Thursday** ○ M#6 Discussion Replies to 2+ Students ○ M#7 Discussion Initial Entries Due ○ CH#7 IDAP InQuizitive Activity Due • **Friday** ○ Read CH#8 in the Ebook & Resources ○ Watch CH#8 Videos ○ Review Slideshow & all Task List materials; ○ M#8 Discussion Assigned ○ CH#8 InQuizitive Activity Assigned • **Sunday** ○ M#7 Discussion Replies to 2+ Students Due ○ M#8 Discussion Initial Entries Due ○ CH#8 IDAP InQuizitive Activity Due	
4	6/15/2026	***Module 9: INDIVIDUALS AND IDENTITY, Module 10: FEEDING CITIES , & Module 11: BUILDING MONUMENTS, BUILDING SOCIETY*** • **Monday** ○ Read CH#9 in the Ebook & Resources Watch CH#6 Videos ○ Review Slideshow & all Task List materials; ○ CH#9 InQuizitive Activity Assigned ○ M#9 Discussion Assigned • **Tuesday** ○ M#8 Discussion Replies to 2+ Students Due ○ M#9 Discussion Initial Entries Due ○ CH#9 IDAP InQuizitive Activity Due • **Wednesday** ○ Global Archaeological Site Project Assigned ○ Read CH#10 in the Ebook & Read Case Study ○ Watch CH#10 Videos ○ Review Slideshow & all Task List materials; ○ CH#10 InQuizitive Activity Assigned ○ M#10 Discussion Assigned • **Thursday** ○ M#9 Discussion Replies to 2+ Students ○ M#10 Discussion Initial Entries Due ○ CH#10 IDAP InQuizitive Activity Due • **Friday** ○ Read CH#11 in the Ebook & Resources ○ Watch CH#11 Videos ○ Review Slideshow & all Task List materials;	6/21/2026

Week	Date	Module / Topic	Due Dates
		○ M#11 Discussion Assigned ○ CH#11 InQuizitive Activity Assigned • **Sunday** ○ M#10 Discussion Replies to 2+ Students Due ○ M#11 Discussion Initial Entries Due ○ CH#11 IDAP InQuizitive Activity Due	
5	6/22/2026	***Module 12: CONSPICUOUS CONSUMPTION, Module 13: WRITING, & Module 14: EXTRACTING THE MODERN WORLD*** • **Monday** ○ Read CH#12 in the Ebook & Read Case Study ○ Watch CH#12 Videos ○ Review Slideshow & all Task List materials; ○ CH#12 InQuizitive Activity Assigned ○ M#12 Discussion Assigned • **Tuesday** ○ M#11 Discussion Replies to 2+ Students Due ○ M#12 Discussion Initial Entries Due ○ CH#12 IDAP InQuizitive Activity Due • **Wednesday** ○ Global Archaeological Sites Project Due ○ Read CH#13 in the Ebook & Read Case Study ○ Watch CH#13 Videos ○ Review Slideshow & all Task List materials; ○ CH#13 InQuizitive Activity Assigned ○ M#13 Discussion Assigned • **Thursday** ○ M#12 Discussion Replies to 2+ Students ○ M#13 Discussion Initial Entries Due ○ CH#13 IDAP InQuizitive Activity Due • **Friday** ○ Read CH#14 in the Ebook & Read Case Study ○ Watch CH#14 Videos ○ Review Slideshow & all Task List materials; ○ M#14 Discussion Assigned ○ CH#14 InQuizitive Activity Assigned • **Sunday** ○ M#13 Discussion Replies to 2+ Students Due ○ M#14 Discussion Initial Entries Due ○ CH#14 IDAP InQuizitive Activity Due	6/28/2026
6	6/29/2026	***Module 15: THE FUTURE OF THE ANTHROPOCENE & MODULE 16: FINAL COURSE MODULE*** • **Monday**	7/02/2026

Week	Date	Module / Topic	Due Dates
		○ Read CH#15 in the Ebook & Resources ○ Watch CH#15 Videos ○ Review Slideshow & all Task List materials; ○ NO MORE InQuizitive Activities ○ M#15 Discussion Assigned • **Tuesday** ○ M#14 Discussion Replies to 2+ Students Due ○ M#15 Discussion Initial Entries Due ○ Read Final Module Task List materials; ○ FINAL Course Discussion Assigned • **Wednesday** ○ Cultural Exploration Option Assignment Due ○ M#15 Discussion Replies to 2+ Students Due ○ Final Discussion Initial Entries Due ○ CES Course Evaluations must be completed by 11:59pm, the system submission point closes before exams so you must get it done before then for credit. • **Thursday** ○ FINAL Discussion Replies to 2+ Students Due ○ *All Course Tasks MUST BE TURNED IN by 11:59 p.m.~ Grades are due for me on Saturday!* • **Friday** ○ Holiday Observed~*Happy 4th of July on Saturday!*	