

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT ANTH 140-001 Prehistory of Pacific Cultures Fall 2014</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructors:	Brenda Clark		
(b)	Office Hours:	Monday and Thursday 10:00-11:00 or by appointment		
(c)	Location:	Clark: Young 212A		
(d)	Phone:	Clark: 370-3375		
(e)	Email:	clark@camosun.bc.ca		
(f)	D2L site			

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Explain the concepts and methods of scientific archaeology used in the writing of prehistory.
2. Explain the colonization of the Circum-Pacific region.
3. Compare the origins of food production in different areas of the Circum-Pacific region.
4. Compare the development of the civilized state in different areas of the Circum-Pacific region.
5. Critically assess the evidence used in writing prehistory.
6. Evaluate the prehistory of human kind from the perspective of many regions, not just a single region such as Europe.
7. Discuss the contributions of non-European cultures to technology, religion and world history.

The Learning Environment

Your enrolment in this class signifies a commitment to coming to class on time and being prepared by completing your assigned readings. Please show your commitment to learning and your respect for others in the classroom by turning off cell phones, ipods or other personal devices during classes. Use your laptop for note-taking only. Together, let's encourage creativity and a commitment to learning within each other over the following weeks. Thank you.

NOTE: you are responsible for attending classes and for taking good notes. If you miss a lecture, make sure to get notes from a classmate.

3. Required Materials

- (a) Text: Course Pack available in Camosun College Bookstore

4. Basis of Student Assessment

(a) Map quiz (12%)

It is important for you to have a basic understanding of the natural and cultural landscapes of the Pacific Rim region. You will be provided with a map of the area showing some key features and places (also posted on D2L) and you will be tested on your knowledge of these on Thursday Sept. 18.

(b) Exams (68%): There are 3 exams. The first 2 exams are each worth 25% of your final grade. See the course schedule for the Exam dates. Note that Exam 3 will be written in our last lecture class and is worth 18% of your final grade.

Exams must be written at the scheduled times unless prior notice has been given to the instructor and approval received to write at a different time. If a student misses an exam due to illness, s/he must present a medical note to write a makeup exam. There will be no exceptions. Additional exams/assignments are not available to students in order to upgrade poor marks.

(c) Two group discussions (20%)

“Coming to America” (10%)

One of the biggest discussions in New World prehistory surrounds the question of how, when and from where the first people came to the Americas. I want this discussion to take place in our classroom by having groups of students take on the task of learning about one aspect of the debate and presenting what they've learned to other students in small group discussions. *Group membership and topics will be assigned randomly before Sept 16*. You will have the same group for both discussions. You can find your group by going to our Anth 140 D2L webpage, clicking on “Groups” in the navigation bar.

Group members will need to meet before discussion date (Sept 23) either face to face or using “Groups” on D2L to discuss their topic. Then on the day of the discussion, your group will have 15 minutes to talk it over in class before splitting up and joining members of the other groups to share what you have learned.

Each group will also submit a formally written overview of your group's information on the issue. This overview will be about one page in length and is due two days after the in-class session. Please use the Drop Box on D2L. There will be only one of these overviews handed in per group and each group member will get the same mark so it is important that you work together. Please note that the instructor is able to see your group correspondence and will deduct marks from individual students if they fail to participate. Attendance will be taken on the day of the group discussion for which students will receive one mark. A grading rubric is posted on D2L to provide you with a guide to how the assignment is being graded.

On line resource: Simon Fraser University's *A Journey to a New Land*

<http://www.sfu.museum/journey/an-en/postsecontaire-postsecondary>

Read: All groups read the Introduction and then link to your group's specific topic found on the left-hand side of the page. Take notes as you read. Please follow the other links (in red) that follow the overview.

Listen: to video interviews assigned to your group. Click on “video files” for the names of the people interviewed and the topics. While you are listening to the interviews, make notes on the key points being made by these researchers and the evidence that supports them.

Explore: the Interactive Timeline. You will find the location of sites discussed in class and mentioned in the narrative and in the video interviews.

- What are the earliest sites?
- What are their dates?
- Where are they located?

Deliverables:

- An in-class presentation to a small group of students on your topic
- A formally written overview of your group’s position on the question/issue. This overview will be one page long and is due two days after the in-class session. Use the Drop Box on D2L. Due date: Sept 25.

Polynesian Diaspora “Experts” Panel (10%)

Another important discussion in Pacific prehistory surrounds the question of the Polynesian diaspora throughout the vast South Pacific Ocean. I want this discussion to take place in our classroom by having groups of students take on the task of learning about one aspect of the topic and presenting what they’ve learned to other students in a small group discussion. This assignment has you visiting a National Geographic webpage about the colonization of Polynesia. Your group members will become “the experts” on a specific topic by reading and listening to what the real experts have to say. You will bring your new expertise to the classroom for small group discussions to share information.

Groups will be assigned their “experts” by Nov 18. Group members will need to meet before the discussion class (Nov 25) either face to face or using “Groups” on D2L to discuss what this expert can contribute to the question of how Polynesia was occupied. Then on the day of the discussion, your group will have 15 minutes to talk it over in class before splitting up and joining members of the 5 other groups to share what you have learned.

Resources:

We begin this topic by looking at the Lapita Culture and how it was possible for people to move into Oceania and colonize the many islands. The website National Geographic Magazine, March 2008

<http://ngm.nationalgeographic.com/2008/03/people-pacific/smith-text> has the article by Roff Smith. This article is accompanied by video clips, interactive map and ‘ask the experts’ section.

In addition to reading the article, which is also in your course pack, have a look at the Interactive Pacific People Map and learn about the land bridge that once connected Australia and Papua New Guinea ; the Cultural Regions of Melanesia, Micronesia and Polynesia; the Language Families of Oceania; the Migration of the Lapita people and the archaeological sites they left behind; the Lapita domestic economy including Pig species; the role of the Pacific rat; and how weather patterns played a role in the colonization of the Pacific Islands.

<http://ngm.nationalgeographic.com/2008/03/people-pacific/map/map-01>

Another great source of information is the sort video clips. Watch the three video clips where Jared Diamond is interviewed on the Lapita people.

<http://ngm.nationalgeographic.com/video/player?titleID=1415669776>

Ask the Experts: you will be looking at this section for the small group and panel discussions.

<http://ngm.nationalgeographic.com/2008/03/people-pacific/anderson-ask-expert>

Deliverables:

- An in-class presentation to a small group of students on your topic
- A formally written overview of your group's position on the question/issue. This overview will be one page long and is due two days after the in-class session. Use the Drop Box on D2L. There will be only one of these overviews handed in per group and each group member will get the same mark as long as all group members were actively involved and present on the discussion day. Due date: Nov 27.

5. Grading System**Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional; exceeds highest expectations for the assignment or course	9
85-89	A	Outstanding; meets highest standards for the assignment or course	8
80-84	A-	Excellent; meets very high standards for the assignment or course	7
77-79	B+	Very good; meets high standards for the assignment or course	6
73-76	B	Good; meets most standards for the assignment or course	5
70-72	B-	Solid; shows some reasonable command of material	4
65-69	C+	Acceptable; meets basic standards for the assignment or course	3
60-64	C	Acceptable; meets some of the basic standards for the assignment or course	2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

6. Course Content and Schedule: Tuesday and Thursday 2:00-3:20

Week	Lecture Topics and Readings/On-line Material
1.Sept 1-5	<p>T: Registration and Course Outline</p> <p>Th : Studying World Prehistory <u>Read:</u> “Studying World Prehistory” to “Mechanisms of Culture Change”</p>
2.Sept 8-12	<p>T: Studying Culture Change <u>Read:</u> “Mechanisms of Culture Change” to end of article</p> <p>Th: The Archaeological Record: lecture and mini-lab</p>
3.Sept 15-19	<p>T: SE Asia and Australia early occupations Dating the past mini-lab <u>On-line:</u> <i>Mungo National Park Website</i> – follow <u>all</u> the links about Mungo Lady and Mungo Man http://www.visitmungo.com.au/mungo-lady-mungo-man</p> <p>Th: Map Quiz Peopling the Americas: types of evidence and ethical issues <u>Read:</u> SFU Museum Website: <i>A Journey to a New Land</i> Post-secondary Introduction</p>
4.Sept 22-26	<p>T: Coming to America: group discussions</p> <p>Th: Coming to America, conclusion</p>
5.Sept 29-Oct 3	<p>T: Exam 1</p> <p>Th: The North Pacific Rim <u>Read:</u> Notes on D2L</p>
6.Oct 6-10	<p>T: NW Coast Prehistory Dogs and dendrochronology mini-lab <u>Read:</u> “Artifacts help interpret ancient life: A Prehistory Overview” and “Raiders from the Sea”</p> <p>Th: NW Coast Prehistory, cont. <u>Read:</u> “The Messenger” and “The Legend of Camosun”</p>
7.Oct 13-17	<p>T: Early farmers: Mesoamerica and Andes <u>Read:</u> Notes on D2L</p> <p>Th: Mesoamerican Prehistory <u>Read:</u> Notes on D2L</p>
8.Oct 20-24	<p>T: Mesoamerican Prehistory: The Maya <u>Read:</u> “Lords of the Water Mountains”</p> <p>Th: Andean Prehistory <u>Read:</u> “Temples of Doom”</p>

9.Oct 27-31	<p>T: The Inca State <u>Read:</u> “Lofty Ambitions of the Inca”</p> <p>Th: Inca, cont’d</p>
10.Nov 3-7	<p>T: Remembrance Day, College Closed</p> <p>Th: Exam 2</p>
11.Nov 10-14	<p>T: Early farmers: China and SE Asia <u>Read:</u> “Investigating Craft Specialization During the Longshan Period of China”</p> <p>Th: Bronze Age in China: Early States <u>Read:</u> “Anyang: A Late Shang City in China”; “Roots of Chinese Cuisine”</p>
12.Nov 17-21	<p>T: Qin Dynasty <u>Read:</u> “ Xianyang: Terracotta soldiers and the Qin dynasty”</p> <p>Th: The Khmer Empire <u>Read:</u> “Divining Angkor” <u>On-line:</u> “Digging for the Truth” is a 5 part series that was originally aired on the History Channel. Each part is approximately 10 minutes long. This series is a good visual companion for your reading, “Divining Angkor”. Have a look at the first 3 episodes at least. http://www.youtube.com/watch?v=OzR8IFXigko will take you to Part 1. You can find the other parts from there.</p>
13.Nov 24-28	<p>T: The Polynesian Diaspora: group discussions <u>Read:</u> “Pioneers of the Pacific” <u>On-line:</u> Interactive Pacific People Map</p> <p>Th: The Polynesian Diaspora, cont. <u>Read:</u> “Easter’s End” <u>Read:</u> “One thousand years of solitude”</p>
14. Dec 1-5	<p>T: Trends in Pacific Rim Prehistory and review</p> <p>Th: Exam 3</p>