

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT ANTH 140-001 Prehistory of Pacific Cultures Fall 2017</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructors:	Nicole Kilburn
(b)	Office Hours:	
(c)	Location:	Y213
(d)	Phone:	(250) 370-3344
(e)	Email:	kilburn@camosun.bc.ca
(f)	Website:	http://faculty.camosun.ca/nicolekilburn/courses/anthropology-140/ ** I am using D2L for the gradebook, but otherwise all information related to this course is found on the “ANTH 140” page of this website. Please let me know if you run in to any problems!

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.

3. Required Materials

- (a) A coursepack has been assembled and is available for purchase at the bookstore.
- (b) A number of additional resources will also be used this semester. They are all linked off of my website (see above).

4. Basis of Student Assessment

(a) Assignments (25%)

A more detailed explanation of the assignments will be handed out in class and posted on our websites.

Explore Arctic Whaling Traditions through the Arctic Studies Centre's website (5%) DUE THURSDAY, SEPTEMBER 22

Learn about the importance of whaling traditions, and how this subsistence practice was, and continues to be infused into material culture, spirituality, art, and ceremony by visiting the online exhibit (linked off my website) and answering the following questions:

1. Explain the expression of subsistence (in this case whaling traditions) in of art represented in the website.
2. Explain the role of the *umialiq's* wife in whaling. Why is it so important?
3. What types of material culture are required to hunt whales. Explain one element in detail; be sure to explore the belongings by clicking the "view record" link below the images.
4. How does elders knowledge contribute to our understanding of these "artifacts" and practices?

Please answer in complete sentences, with enough detail to fully evaluate the questions. Answers should be typed, in 12 point font and double spaced. Be ready to discuss these ideas in class!

Imagined Anthropology- participation in the populating of greater Polynesia (10%) DUE THURSDAY NOVEMBER 23

Archaeology is all about telling stories. Imagine that you are a Polynesian living in what we now call the Marquesas Islands around 1500 years ago. You become part of a long distance voyage that ultimately discovers Hawaii. What makes you leave, and set sail on the open ocean? What is your boat like, and what supplies do you have on board? What is the journey like, and how is the boat navigated? And finally, how does it feel to finally see land? In no more than 5 pages (double spaced) write a description in the first person of this epic adventure, including as much accurate information that has been gathered from archaeological sources and oral tradition (hint, we have readings about this, lectures, and resources linked off of my website).

Archaeology and Pop Culture- Japan's Jomon Culture in the 21st century. (5%) DUE NOVEMBER 29

As an expression of the past, archaeology can be influential in contemporary culture in many ways. Read the articles posted on my website and answer the following questions:

1. Briefly summarize the key elements of the Jomon period in Japan (ie. timing, forms of subsistence, level of complexity, important aspects of material culture)
2. Explain two examples of Jomon material culture that have made their way into the new Zelda: Breath of the Wild game released earlier this year by Nintendo.
3. The article about Jomon influencing the new Zelda game suggests that the popular perception about this Japanese past has changed over the last 60 years. Use the article "In Search of Japanese Roots" to think about this; how does the past influence Japanese identity, and how does this tie in to changing perspectives on the Jomon culture?

Please answer in complete sentences, with enough detail to fully evaluate the questions. Answers should be typed, in 12 point font and double spaced. Be ready to include the Jomon culture in our

comparisons of Pacific cultures (there are particularly interesting similarities with the Northwest coast).

Class participation (5%)

We will all enjoy this class much more if everyone participates. This means 1) coming to class, 2) coming to class prepared, and 3) interacting with your peers by asking questions and engaging in class conversations. There will be class discussions throughout the semester, come and participate to learn and earn your class participation mark.

(b) Exams (75%)

There are 3 exams, each worth 25%. They are not cumulative (you are welcome!) but some themes are discussed throughout the semester that may appear on the final exam.

EXAM 1: Wednesday October 5

EXAM 2: Wednesday November 7

EXAM 3: during the final exam period.

It is your responsibility to be present for **all** exams. Do not schedule holidays before confirming your final examination date. All exams must be attempted. 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.

5. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas.	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	3
60-64	C		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

Grade descriptions come from The University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARE/Grad.html>

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

<i>Temporary Grade</i>	<i>Description</i>
I	<i>Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.</i>
IP	<i>In progress: A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.</i>

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**. A plagiarized assignment will receive an automatic zero, and repeated plagiarism could result in a fail in the class.

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 2:00-3:20pm in Young 214

Itinerary			
Sept. 5	Trip preparation	registration and course outline	
Sept. 7		Studying the past and its relevance today	Studying World Prehistory
Sept. 12		Studying Culture Change in the Past	
Sept. 14		The archaeological record: How do we know what we know? (dating lab)	Material linked off website
Sept. 19	Eastern Siberia	“Let’s go for a walk”; The Great Adventure to the Americas	SFU Museum Website: A Journey to a New Land Post-secondary introduction (linked off my website); Fishing for the First Americans (linked off my website)
Sept. 21	Western Arctic	The North Pacific Rim and the Old Bering Sea Culture; Shamans, whales, and the human-maritime connection Whaling traditions questions due on Tuesday Sept. 22	Arctic Studies “Whaling Traditions virtual tour” (linked off my website)
Sept 26	Tatshenshini-Alsek Park, northern British Columbia	Kwaday-dan sinchi	The Messenger
Sept 28	Victoria, British Columbia	Stories of the Northwest Coast (artifacts lab)	Artifacts help Interpret Ancient Life: A Prehistory Overview
Oct. 3	Southwestern BC and the Olympic Peninsula	Social Complexity on the NW Coast	The Place of Ozette in Northwest Coast Archaeology (linked off my website)
Oct. 5	Exam 1		
Oct 10	Central Mexico	Early farmers of Mesoamerica and the Andes	The How of the Three Sisters: The Origins of Agriculture in Mesoamerica and the Human Niche How did the Aztec get their Food? (linked off website)
Oct. 12	Belize	“Mysteries” of the Maya	Lords of the Water Mountains
Oct. 17	The “Maya Riviera” Yucatan Peninsula	Heritage Tourism	Archaeological Tourism: Looking for Answers Along Mexico’s Riviera
Oct. 19	Camosun pit cook; learning through sharing and doing		
Oct 24	Peru	Andean Prehistory	Temples of Doom
Oct. 26	Peru	The Inca state	Lofty Ambitions of the Inca
Oct. 31	Peru	Bioarchaeology; What the bones tell us about the Inca (interactive lab)	Inca Skull Surgery (linked off website)

Nov. 2	Lake Mungo, Southeastern Australia	Ethics and Ethnoarchaeology in Understanding Australia and Oceania Heritage	Mungo Man and Mungo Lady (linked off website)
Nov. 7	Exam 2		
Nov 9	Polynesia	Peopling of Polynesia	Pioneers of the Pacific
Nov 14	Polynesia	Ancient Chiefdoms of Polynesia	Chapter 1 p. 1-9 of Feathered Gods and Fish hooks (Google Book, linked off my website)
Nov. 16	Polynesia	Ancient Chiefdoms of Polynesia	
Nov. 21	Central China-Yangtze River valley	Asia; from the Neolithic to the Bronze Age	Anyang: A Late Shang City and the roots of Chinese Cuisine
Nov. 23	Western China-X'ian	China's great states and the terracotta army of Qin Shi Huang	Xianyang: Terracotta Soldiers and the Qin Dynasty
Nov. 28	Cambodia	The Rise and Fall of Cambodia's Great Kmer Empire	Divining Angkor
Nov. 29	Trip debrief	Pulling it all together: Connecting Food, Politics, and Environment	TBA
Dec 5		Pulling it all together, cont...	
Dec. 7		Indigenous Archaeology	The Past and Future of Indigenous Archaeology