HONORS ANTHROPOLOGY 151A: EMERGING HUMANITY
WEDNESDAYS 12:30-3:00 PM
KUYKENDALL HALL 310

Instructor: Dr. Jennifer Kahn    Office hours: Wednesday 3:00-5:00 pm
E-mail: jkahn@hawaii.edu    in Saunders 346B
Office: Saunders 346B    Office Phone: 956-7573

Course Description
In this course we use an anthropological perspective to learn about human history before ca. AD 1500. From the discovery of the Egyptian tombs to on-going controversies about the teaching of evolution in today’s schools, the work of physical anthropologists and archaeologists has long captured our imaginations. Together, these two related fields are well positioned to provide a holistic anthropological perspective with a special emphasis on the relationship between our behavior and biology over the last five million years. This course offers an introduction to both fields and is organized chronologically. We will begin with our distant hominid ancestors and will discuss fossil remains of human ancestors and our relationships with living nonhuman primates. We will then trace the last 35,000 years of human history from foragers and hunters to the emergence of complex civilizations. A main course objective is to provide a long-term perspective on human history.

This course will also offer us a collective opportunity to dive into numerous anthropological debates that drive professional research today. For example, how did the adoption of full-time agriculture and animal domestication impact the lives of farmers and herdiers? Were the results always positive, leading to the formation of high populations and early states? Did these shifts lead to more healthful populations and more free time? In order to stake out a position in a debate such as this, we need to know what evidence each group of physical anthropologists or archaeologists bring to these questions. A second course objective is to equip you to enter into one or more debates in physical anthropology and archaeology.

Course Design
Our course goals include:

1) Understand the major changes that have occurred in human history since our earliest ancestors
2) Examine how ancient civilizations emerged
3) Articulate and test a position in several key debates in evolution and archaeology
4) Think critically about current debates and Anthropological problems; gather and present evidence to support a specific claim addressing an anthropological research problem

Case studies, including The Beak of the Finch (a Pulitzer Prize winning book about the pace and nature of evolutionary practices) and select articles, will provide starting points for these in-depth conversations. We will also take advantage of hands-on opportunities, including lab collections of fossils and artifacts held by the Anthropology Department to possible field trips to O‘ahu archaeological sites, the Bishop Museum, and the zoo. These many sources of data will be the foundation for course in-class discussions, short writing assignments, and exercises.
**Required Texts and Readings**

There are two required texts which are available at the bookstore or online book sellers. If you would rather not purchase them you can order them through Interlibrary loan, but you should do so right away because ILL can take weeks to get here.


There will also be short articles assigned as additional readings. I will notify you when these are posted so that you can download and print them with plenty of time. They will be posted as pdf articles on the Laulima site ([https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal)).

You are expected to complete all required readings before class. Links to relevant news articles or websites, as well as useful websites, will be posted on our Laulima site. Please log in at least once a week to look for updates.

**Grading and Student Evaluation**

Grades will be based on two exercises, two laboratory assignments, two short papers, general class attendance and participation, and leading a class discussion and preparation of an article synopsis.

**Exercises (20%)**

You will participate in two off-campus class assignments, one at the zoo and the other at the Bishop Museum.

**Laboratory exercises (20%)**

You will participate in and complete two laboratory exercises germane to course topics; collectively these comprise 20 points. These labs allow students to get hands-on experience to learn more about comparative osteology, and how archaeologists interpret traditional stone tool production. These labs will be held in Dean Hall 210.

**Writing Projects (40%)**

There will be two writing projects, one on paleoanthropology and another on Archaeology and the emergence of social complexity. For each writing project you will be asked to complete a first draft, solicit written feedback from an assigned student peer reviewer and the instructor, and incorporate the feedback into your final draft. You are required to turn in both drafts, both sets of written feedback, and a one page typed set of written reflections about how your argument changed over the course of the writing and revising process.

**General Participation and Class Discussion; Leading Discussion and Article Synopsis (20%)**

Class attendance and active participation count in the grading process. In addition to the assigned textbook readings, students will have short readings each week on a related topic. Each student will be responsible for directing the class discussion based on one course reading. This includes generating questions for class discussion and preparing a one page synopsis of the article. For the general participation grade, students who participate and attend 90% of the class sessions (15 of the 17) get 10 points (this should cover any emergencies or personal illnesses). You will be
penalized for any unexcused absences beyond that, however, you should notify me of your absence well in advance. For each unexcused absence beyond the allowed two your grade will be lowered by three points for each additional class missed. If you do miss class it is your responsibility to contact another student in the class to find out what you missed and to borrow lecture notes; I can be contacted for any copies of materials distributed in the class.

Letter grades will be assigned by the total number of earned points:

- 96+ pts = A+
- 95-92 pts = A
- 91-89 pts = A-
- 88-86 pts = B+
- 85-82 pts = B
- 81-79 pts = B-
- 78-76 pts = C+
- 75-72 pts = C
- 71-69 pts = C-
- 68-66 pts = D+
- 65-62 pts = D
- 61-60 pts = D-

A failing grade (“F”) will be assigned for (59 pts) and below. To pass the course, students must complete all exams and assignments. No incomplete grades will be given, except for the most extreme hardships. Extensions for coursework will only be given under serious, exceptional circumstances and only with direct permission from the instructor prior to the assignment deadline. Extensions granted for a medical emergency can only be given when accompanied by a Doctor’s certificate.

Your grade is strongly dependent on attending class, completing and assigned readings before class, and active participation at each class meeting. In other words, you will not do well in this class unless you attend lectures, discussions, lab sessions, etc. You will get much more out of the lectures if you have completed class readings prior to class meeting times.

A word on class attendance and respect: When students text during class or surf the web it can be very distracting for other students and especially the class professor. So I will ask you to turn off your cell phones while in class; students not following this rule will be docked points if found texting. I also would appreciate it if laptops are only used to take notes and are not used for surfing the web or answering email during class times.

**Academic Integrity**

*Academic dishonesty:* Note that the University of Hawai‘i regards acts of academic dishonesty such as plagiarism as serious offenses against the values of intellectual honesty. Students caught copying and submitting another student’s work as their own or copying and submitting text without acknowledging the source are plagiarizing. Plagiarism is a serious breach of the contract between students and teachers. If I find that you have willfully plagiarized someone else’s words (or ideas) I will fail you for the course. Severe infractions will be referred to the UHM Dean of Students for disciplinary action. The university will enforce the Policy on Academic Integrity according to the University of Hawaii’s Code of Conduct.


This resource provides conduct guidelines and discusses student responsibilities. Please read this carefully. Other websites include useful information for how to cite sources and construct bibliographies: [library.duke.edu/researchguides/citing/](http://library.duke.edu/researchguides/citing/)

If you have any questions about how to best avoid plagiarism, please discuss these with me. Most problems with plagiarism result from the student not fully understanding that when they use someone else’s material it must be adequately cited.
**Student Resources**
Several resources at UH are designed to help students at the beginning of their college careers:

1. Learning Assistance Center: offers workshops on time management, note taking, reading techniques, reading retention, exam writing, and completing a term paper; contact the Learning Assistance Center (Queen Lili‘uokulani Center for Student Services Room 312; 956-7927; [http://www2.hawaii.edu/~csdc/csdc_outreach.html](http://www2.hawaii.edu/~csdc/csdc_outreach.html)) for dates and times of workshops.

2. Learning Assistance Center: offers workshops to learn how to manage time, read more effectively, take better notes, and perform well on exams; also organizes group study. Contact the Student Success Center (Sinclair Library, First Floor, 956-6114; [http://www.manoa.hawaii.edu/learning/](http://www.manoa.hawaii.edu/learning/))

3. Writing Center: offers help in organizing your papers and your written work. You can meet with someone for an hour to determine your needs and then schedule additional sessions as needed. Contact the Writing Center (Sinclair Library, first floor, appointments can be scheduled online at [http://www.english.hawaii.edu/writingcenter/default.aspx](http://www.english.hawaii.edu/writingcenter/default.aspx))

4. First Year Center: provides advising about degree requirements and registration; it also acts as a referral service for other campus resources; [http://manoa.hawaii.edu/freshman/academic.html](http://manoa.hawaii.edu/freshman/academic.html)

5. Kokua Program: offers students with disabilities and related access needs assistance with classes. [http://www.hawaii.edu/kokua/](http://www.hawaii.edu/kokua/). Any student who feels that they may need accommodation because of a disability is invited to contact me privately to discuss their specific needs.
# ANTH 151A CLASS SCHEDULE

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Course overview</td>
<td>Fagan, Chapter 1</td>
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<tr>
<td>22 August</td>
<td>Archaeological approaches</td>
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<td>2</td>
<td>Primate evolution</td>
<td>Fagan, Chapter 1, 2: 24-35</td>
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<td>30 August</td>
<td>Article posted on Laulima</td>
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<td>3</td>
<td>Primatology Field Trip to the Honolulu Zoo</td>
<td>Fagan, Chapter 2: 35-62</td>
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<td>4 September</td>
<td>Exercise #1</td>
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<td>4</td>
<td>Earliest hominins, Evidence for Culture Change, Early Homo</td>
<td>Fagan, Chapter 3: 63-91</td>
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<td>8 September</td>
<td>Lab #1: Bipedalism, meet in 210 Dean Hall</td>
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<td>5</td>
<td>The spread of modern humans</td>
<td>Fagan, Chapters 4-5</td>
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<td>15 September</td>
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<td>6</td>
<td>The Ice Age, Australia, Oceania and Africa</td>
<td>Fagan, Chapter 6</td>
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<td>22 September</td>
<td>Lab #2: Stone Tools: meet in 210 Dean Hall</td>
<td>Articles posted on Laulima</td>
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<td>7</td>
<td>Making Evolution Visible</td>
<td>Finch, Chapters 1-10</td>
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<td>29 September</td>
<td>Paleoanthropology writing project first draft due Oct. 3 at 6:00 pm</td>
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<td>8</td>
<td>Startling Observations</td>
<td>Finch, Chapters 11 through 16, epilogue</td>
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<td>6 October</td>
<td>Paleoanthropology peer review due Oct. 10 at 6:00 pm</td>
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<td>9</td>
<td>The Holoence and the Neolithic Shift: Origins of Domestication</td>
<td>Fagan Chapters 7-8</td>
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<tr>
<td>13 October</td>
<td>Articles posted on Laulima</td>
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Week 10
20 October
The Origins of Social Complexity;  Fagan, Chapter 14,
Pacific Island Chiefdoms Rapa Nui and Hawai‘i Skim Fagan, Chapter 12: 262-272
Articles posted on Laulima

Week 11
27 October
Field trip to Bishop Museum and heiau Articles posted on Laulima
EXERCISE #2: Warfare and temples

Week 12
3 November
Religion and the State: Uruk and Egypt Fagan Chapter 15, Chapter 16:344-363, Articles posted on Laulima

Week 13
10 November
The Militaristic Complex: Moche and China Fagan, Chapter 22: 470-486; Chapter 18: 394-402, Articles posted on Laulima

Week 14
17 November
New World States: Mesoamerica Fagan, Chapter 21, articles posted on Laulima

Week 15
24 November
No Class: Thanksgiving Holiday Archaeology writing project first
draft due Nov 28 at 6:00 pm

Week 16
1 December (Thursday)
Old World States: The Mediterranean World System Fagan, Chapter 18
Archaeology writing project peer review due Dec 5 at 6:00 pm

Week 17
9 December (Tuesday)
Class wrap up Archaeology writing project due today at 6:00 pm