Honolulu Community College
University of Hawai‘i
General Education
Foundations Course Designation Proposal Form
For Fall 2012 – Summer 2017

Global & Multicultural Perspectives Symbolic Reasoning Written Communication

The Honolulu Community College Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact you. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

1. **Course information.**
   
   Course Alpha ANTH
   Course Number 151

   If the course is cross listed, please provide the cross-listing: Alpha Number

   **Course Title:** Emerging Humanity

2. **How many instructors currently teach this course?** It makes a difference if there are only one or two instructors teaching this course versus ten instructors teaching this course. This question is asked to get an idea of how many instructors the department needs to communicate with to discuss this foundation course.

3. **Syllabus.** Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, please include multiple representative syllabi for comparison. (Three is recommended.)

4. **Hallmark Requirements.** Provide an explanation of how each of the hallmarks for this proposed Foundation course will be satisfied. Try to completely answer how the course intends to meet each particular hallmark. Referencing assignments, tasks, and evaluations used in the course (as stated on the syllabus/syllabi being submitted) as supporting evidence would be very helpful. See the previously submitted Religion 150 application for examples located at [http://honolulu.hawaii.edu/intranet/articulation/foundations/REL150.pdf](http://honolulu.hawaii.edu/intranet/articulation/foundations/REL150.pdf)

5. **Assessment.** Provide a brief explanation of how the department will periodically review that this course has been meeting the Foundations Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

6. **Signatures:** The signatures of the initiator and the initiator’s Division Chair are required. The completed proposal must be routed to the Chair of the CPC before being delivered to the chair of the Foundations Board. No action on the part of the CPC is required unless the proposal also includes a new course Curriculum Action or a course modification Curriculum Action. The “routing” is a courtesy to the CPC. Signatures indicate approval/acceptance.

   **Initiated by:**
   [Signature]
   Rob Edmondson
   initiator’s printed name
   September, 2012
   Date

   **Approved by:**
   [Signature]
   Ronald Pine
   Division Chair’s printed name
   September, 2012
   Date

   **Routed via:**
   [Signature]
   CPC Chair’s printed name
   September, 2012
   Date

   **Accepted by:**
   [Signature]
   Steve Mandracia
   Foundation Board Chair’s printed name
   September, 2012
   Date
GLOBAL AND MULTICULTURAL PERSPECTIVES (FG): To satisfy the FG requirement, a course will
1. provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present. Where does your course best fit in this schema: Group A—content primarily before 1500 CE; Group B—content primarily after 1500 CE; or Group C—pre-history to present? How will you assess this and provide evidence that students are meeting this hallmark?)

See Attached

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. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered? How will you assess this and provide evidence that students are meeting this hallmark?

See Attached

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. Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated? How will you assess this and provide evidence that students are meeting this hallmark?

See Attached

4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity. What processes of cross-cultural interaction are examined? How will you assess this and provide evidence that students are meeting this hallmark?

See Attached

5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions. What components of Hawaiian, Pacific, or Asian societies and their cultural traditions are included in the course? How will you assess this and provide evidence that students are meeting this hallmark?

See Attached

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. List the items that students will analyze and briefly explain what perspectives they represent. How will you assess this and provide evidence that students are meeting this hallmark?

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I. Course Description - from College Website August, 2012
http://www2.honolulu.hawaii.edu/?q=ncdc/354&course=anth151

ANTH 151 - Emerging Humanity
Recommended Prep: Placement in ENG 22/60 or ESL 23
Introduction to the paleontology of human biological evolution and the archaeology of culture in the world prior to AD 1500.
3 hrs. lect. per week

II. Course Description - from Course Syllabus August, 2011

EMERGING HUMANITY - ANTH 151 - introduces you to human biological evolution and to many human cultures around the world prior to AD 1500. ANTH 151 - Meets the goals of the “Global and Multicultural Perspectives Foundations Requirement.”
This college-level course is designed to help you learn about some of the recent scientific discoveries about OUR OWN SPECIES. You will learn some ways scientists study people today and our ancestors of the past before AD 1500. You will explore both facts and theories about our own biological and cultural heritage. You will explore the lifestyles of several different ancient peoples. You will investigate where WE are today, where WE are going tomorrow, and how WE and our ancestors fit into the total picture of life here . . . into the ecology of our SPACESHIP EARTH.

III. Student Learning Outcomes

Upon successful completion of ANTH 151 the student should be able to:
* Compare the topics and interactions of the major fields of physical anthropology and cultural anthropology and the major subfields including archaeology, ethnology, and linguistics.
* Discuss some current theories about biological and cultural factors that influence human evolution.
* Discuss several genetic processes involved in human evolution and biological differentiation, including mutation and natural selection.
* Discuss the scientific and popular concepts of "race" and explain how human populations migrated and adapted to different environments.
* Describe the development of human cultural patterns of food foraging, pastoralism and agriculture.
* Compare several cultures that developed early civilizations.
* Develop an understanding of culture useful in discussing cross-cultural issues in Hawaii and the world.
* Produce research reports based on several sources, including historical accounts, of three ancient cultures using college-level writing with citations.

IV. Assessment of Course

On the following pages are samples of course materials to illustrate the ways in which the course meets the Foundations Hallmarks. The course materials may be viewed upon request.
Hallmark 1 - Sample Materials

provide students with a large-scale analysis of human development and change over time.
(Note: the two FG courses will together cover the whole time period from pre-history to present.

Anthropology 151 - Emerging Humankind - is designed to give our students a well-rounded perspective on the development of human cultures around the planet, from the earliest hominids of over five million years ago to the cultures of 1500 CE. It is designed to give as comprehensive a perspective as History 151 classes at UH Honolulu and UH Manoa. However, this anthropology course will employ the social science perspective to focus on the scientific evidence of human cultures gathered by generations of anthropologists rather than primarily on historical documents. Often this anthropological perspective provides more information about the lives of typical people of these cultures and less about the great leaders and military campaigns than historical narratives.

The course will coordinate with current UH system classes by using the same text as many Anth 151 classes; currently by respected archaeologist Brian M. Fagan. Anth 151 provides more detail about the scientific method and techniques, human evolution and human cultures prior to the development of agriculture, cities and writing than the typical UH History 151 class, and less information about the leaders, writers and historians. Most students will also take History 152 or a similar humanities course which will provide the valuable historian’s perspective on worldwide cultures since 1500 CE.

Study/Exam Questions -

These will be selected from the 5-10 specified for each chapter of the text and will be given to students to guide their reading and study. They will also be used in “knowledge surveys” and the course exams so that data can be compared between students and classes over several semesters. Typical questions include both analytical essay questions and brief explanations of key terms and concepts. These are selected questions from several chapters:

1. Trace the archaeological evidence that indicates social organization.
2. Explain the various themes about the origins of food production.
3. Critique the consequences of food production.
4. Trace the practice of herding and the domestication of animals.
5. Compare the six classic theories of the emergence of state societies.
6. Explain the factors leading to the collapse of civilizations.

To provide evidence of student achievement and teaching quality, students will provide feedback with frequent quizzes, 2-4 exams and with knowledge surveys conducted both before and after study. Test questions will include a variety of types suited to the topic and concept, including analytical essay questions, short answers, definitions, fill-in and multiple choice questions. Practice quizzes will allow students to practice their skills and knowledge before the actual exam.

Analysis of both objective and essay test question answers will be compared with the specified learning objectives (SLOs) and pre and post knowledge surveys to judge how well concepts have been communicated by the teacher and course materials. This analysis will be published and used to guide changes in the course each year.

A course grade of A or B will require the ability to produce several well-written analytical essay answers, from memory on exams, as well as to produce three written reports about other cultures. Objective test answers based on vocabulary, facts and simple concepts will form part of each test so students can demonstrate their knowledge and understanding with other than essay answers alone.
Hallmark 2- Sample Materials

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.

Following the design of the current textbook by Brian M Fagan, the course traces the spread of human cultures from Africa through Europe and Asia and on to the Americas and Oceania. The course will follow the development of major cultural traditions including:
2. The early farmers of SW Asia, Europe, Egypt, China and Japan, SE Asia and the Pacific islands, and North, Central and South America.
3. The early civilizations of SW Asia, Egypt and Africa, South and Southeast Asia, China, the Mediterranean, Europe, North America, Mesoamerica, and the Andean civilizations.

The course will also incorporate recent scientific discoveries and theoretical perspectives as they are published, although not yet in the textbook. The course will also attempt to redress the European focus of much past writing and research by emphasizing recent scientific research on the indigenous cultures of the Americas, Africa, Asia and Oceania.

Study/Exam Questions -

These will be selected from the 5-10 specified for each chapter of the text and will be given to students to guide their reading and study. They will also be used in “knowledge surveys” and the course exams so that data can be compared between students and classes over several semesters. Typical questions include both analytical essay questions and brief explanations of key terms and concepts. These are selected questions from several chapters:

1. Trace the development of hunting and foraging in Africa.
2. Describe the shift to farming in the Mediterranean and Western Europe.
3. Describe the first farmers at the archaeological sites of Netiv Hagdud, Abu Hureyra, and Jericho.
4. Describe early food production in Sub-Saharan Africa.
5. Analyze Jomon and early agriculture in Japan.
6. Synthesize preagricultural and agricultural societies in Eastern North America

To provide evidence of student achievement and teaching quality, students will provide feedback with frequent quizzes, 2-4 exams and with knowledge surveys conducted both before and after study. Test questions will include a variety of types suited to the topic and concept, including analytical essay questions, short answers, definitions, fill-in and multiple choice questions. Practice quizzes will allow students to practice their skills and knowledge before the actual exam.

Analysis of both objective and essay test question answers will be compared with the specified learning objectives (SLOs) and pre and post knowledge surveys to judge how well concepts have been communicated by the teacher and course materials. This analysis will be published and used to guide changes in the course each year.

A course grade of A or B will require the ability to produce several well-written analytical essay answers, from memory on exams, as well as to produce three written reports about other cultures. Objective test answers based on vocabulary, facts and simple concepts will form part of each test so students can demonstrate their knowledge and understanding with others than essay answers alone.
Hallmark 3 - Sample Materials

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.

The social science perspective of anthropology emphasizes the cross-cultural comparisons of diverse societies and their economic, political, social developments in the context of their environment, technology, health, and biological characteristics. The holistic approach used in the study of ancient societies attempts to understand and reconstruct from limited evidence as many of the integrated aspects of each culture as possible. Students learn that a major aspect of such analysis is comparisons with many other cultures to describe and understand the reasons for their similarities and differences.

Study/Exam Questions -

These will be selected from the 5-10 specified for each chapter of the text and will be given to students to guide their reading and study. They will also be used in "knowledge surveys" and the course exams so that data can be compared between students and classes over several semesters. Typical questions include both analytical essay questions and brief explanations of key terms and concepts. These are selected questions from several chapters:

1. Evaluate the theoretical approaches to studying culture including the concept of culture as adaptation, the concept of evolutionary ecology as applied to hunter-gatherers and the concept of people as agents of change.
2. Compare the six classic theories of the emergence of state societies.
3. Explain the factors leading to the collapse of civilizations.
4. Compare and contrast the Xia and Shang dynasties.
5. Communicate the relationship between the Aegean and Greece.
6. Explain the rise of Teotihuacán as the dominant force in the Valley of Mexico.
7. Compare and contrast the following periods of Andean history: Middle Horizon, Late Intermediate Period, and Late Horizon.

To provide evidence of student achievement and teaching quality, students will provide feedback with frequent quizzes, 2-4 exams and with knowledge surveys conducted both before and after study. Test questions will include a variety of types suited to the topic and concept, including analytical essay questions, short answers, definitions, fill-in and multiple choice questions. Practice quizzes will allow students to practice their skills and knowledge before the actual exam.

Analysis of both objective and essay test question answers will be compared with the specified learning objectives (SLOs) and pre and post knowledge surveys to judge how well concepts have been communicated by the teacher and course materials. This analysis will be published and used to guide changes in the course each year.

A course grade of A or B will require the ability to produce several well-written analytical essay answers, from memory on exams, as well as to produce three written reports about other cultures. Objective test answers based on vocabulary, facts and simple concepts will form part of each test so students can demonstrate their knowledge and understanding with other than essay answers alone.
Hallmark 4 - Sample Materials

examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.

A major focus of the anthropological perspective and our current text is the diffusion of ideas, technology, foods and beliefs and the migrations and mixing of diverse peoples and their cultures. Comparisons of ancient peoples with our own increasing globalization and multi-cultural economy and perspective in Hawaii are made frequently in the course materials.

Study/Exam Questions -

These will be selected from the 5-10 specified for each chapter of the text and will be given to students to guide their reading and study. They will also be used in “knowledge surveys” and the course exams so that data can be compared between students and classes over several semesters. Typical questions include both analytical essay questions and brief explanations of key terms and concepts. These are selected questions from several chapters:

1. Communicate the effect of Sumerian civilization on its neighbors.
3. Explain the relationship between Nubia and Egypt.
4. Trace the beginning of economic relationship between Africa and Europe.
5. Examine the relationship between the Etruscans and the Romans
6. Explain the importance and vastness of Phoenician trade.
7. Compare the Hallstätt and La Tène cultures.

To provide evidence of student achievement and teaching quality, students will provide feedback with frequent quizzes, 2-4 exams and with knowledge surveys conducted both before and after study. Test questions will include a variety of types suited to the topic and concept, including analytical essay questions, short answers, definitions, fill-in and multiple choice questions. Practice quizzes will allow students to practice their skills and knowledge before the actual exam.

Analysis of both objective and essay test question answers will be compared with the specified learning objectives (SLOs) and pre and post knowledge surveys to judge how well concepts have been communicated by the teacher and course materials. This analysis will be published and used to guide changes in the course each year.

A course grade of A or B will require the ability to produce several well-written analytical essay answers, from memory on exams, as well as to produce three written reports about other cultures. Objective test answers based on vocabulary, facts and simple concepts will form part of each test so students can demonstrate their knowledge and understanding with other than essay answers alone.
Hallmark 5 - Sample Materials

include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.

The course lessons include specific materials about the cultures and the migrations of peoples from Asia to the Pacific islands of Polynesia, Micronesia and Melanesia. Lesson materials on Hawaiian and Micronesia cultures and Pacific voyaging are added using valuable local resources. Other lessons include detailed information on the first farmers and early civilizations of Asian cultures including Japan, China, and Cambodia. The current text has chapters about the first farmers in “Asia and the Pacific” and chapters on “Early States in South and Southeast Asia” and “Early Chinese Civilizations”.

Study/Exam Questions -

These will be selected from the 5-10 specified for each chapter of the text and will be given to students to guide their reading and study. They will also be used in “knowledge surveys” and the course exams so that data can be compared between students and classes over several semesters. Typical questions include both analytical essay questions and brief explanations of key terms and concepts. These are selected questions from several chapters:

1. Explain the development of agriculture in the Pacific Islands.
2. Develop an outline of the Lapita cultural complex and the settlement of Melanesia and Polynesia.
3. Describe how people managed long-distance voyaging in the Pacific.
4. Trace the rise of Southeast Asian states.
5. Describe the development of the Angkor state.
6. Compare and contrast the Xia and Shang dynasties.
7. Describe the origins of Chinese civilization.

To provide evidence of student achievement and teaching quality, students will provide feedback with frequent quizzes, 2-4 exams and with knowledge surveys conducted both before and after study. Test questions will include a variety of types suited to the topic and concept, including analytical essay questions, short answers, definitions, fill-in and multiple choice questions. Practice quizzes will allow students to practice their skills and knowledge before the actual exam.

Analysis of both objective and essay test question answers will be compared with the specified learning objectives (SLOs) and pre and post knowledge surveys to judge how well concepts have been communicated by the teacher and course materials. This analysis will be published and used to guide changes in the course each year.

A course grade of A or B will require the ability to produce several well-written analytical essay answers, from memory on exams, as well as to produce three written reports about other cultures. Objective test answers based on vocabulary, facts and simple concepts will form part of each test so students can demonstrate their knowledge and understanding with other than essay answers alone.
Hallmark 6 - Sample Materials

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.

In attempting to achieve the holistic study of all humans from all places and all times, anthropology by design emphasizes an approach which integrates the methods and perspectives of both the sciences and the humanities. Thus our course includes the exploration of the technology and material adaptations of cultures as well as their arts, religions and literature.

Our well-written text provides numerous illustrations, quotations and examples of many different arts and artifacts from many different cultures. Further web research is encouraged by the text and website and by the instructor to explore these concepts further. The three written reports about different cultures will require students to explore and analyze some of these materials from diverse perspectives. The instructor will assign ancient cultures for students to research and write about including:

1. **Hunter-gatherers:** Oldowan, Acheulean, Mousterian, Boxgrove, Schöningen, Torralba, Grotte de Chauvet, Wisconsin, Clovis, Koster, Aleut, Inuit, Star Carr.
3. **Early civilizations:** Huaca Loco, Sumerian, Akkadian, Old Kingdom, Amarna, Nubia, Aksum, Ghana, Songhay, Zimbabwe, Harappan, Dong Son, Agkor Wat, Longshan, Shang, Anatolia, Minoans, Etruscans, Scythians, Monte Alban, Teotihuacan, Maya, Aztec, Moche, Inca.

**Study Questions**

These are typical topics that will be given to students to guide their reading and research on a specified ancient culture for a written report. They will include instructions and references to illustrations and readings in the text and in websites where the student can view, read and explore ancient arts, artifacts, readings and habitations. Students will then use this information from primary sources to prepare written reports to share with the others in the class. To illustrate the range of topics here are some from several lessons:

1. Describe and explain these examples of Upper Paleolithic art.
2. Compare Clovis and Folsom points. Describe the main differences between them.
3. Check out these sites on Jomon pottery and figurines. Describe several.
4. Compare and contrast these mound sites in eastern North America.
5. Describe three of the sites that are found within the Valley of the Kings.
6. Describe the temples and art of the Angkor state using these websites:
7. Describe the characteristics of Yangshao pottery and how was it made.
8. Explore this site on Knossos. Describe the architecture of the palace.
9. Describe the Bronze Age boat found in Dover, England. Summarize the finding of the boat, the excavation, and the reconstruction.
10. Describe the technology and culture of the Scythians and related steppe peoples.
11. Describe the rise of the Toltec civilization and the site of Chichén Itzá.
12. Find out more about the mummys of Chinchorro. Describe the different kinds of mummys.

In addition to good exam scores, a course grade of A or B will require the ability to produce three well-written and illustrated reports with citations about aspects of other cultures. These written reports will be posted and shared with and critiqued by others in the class. An analysis of their characteristics will be conducted and compared over the semesters to improve the assignment and class.
Appendix 1 - Writing Assignments

FIELDWORK EXERCISE - You can earn up to 75 points by doing three written reports based on virtual fieldwork you do via the web on three ancient cultures.

PLEASE NOTE! - FOR ALL WRITTEN WORK - Except for tests and special project proposals, ALL written work you do for credit MUST be prepared in the college style specified in "How To Write An Absolutely Great Research Paper." Your work must be carefully done and proofread or it will be returned without credit for correction. Submitting another person's work as your own will result in an "F" for your course grade.

This week I will send an email to your UH account with the name of a distinct ancient culture we have read about in our text. You will have a few weeks to do research about it on the web, write a description of some aspects of the culture and post your first draft on our class Laulima site.

In my email I will give you instructions, an outline and some websites where you can find information on these ancient cultures and the people who lived then. Your job, (should you decide to accept it,) will be to spend 3-6 hours searching for information on the web about this ancient culture and people. I will provide an outline of topics for you to use as a framework in your research and writing. Then you will spend an hour or two writing this information into several paragraphs in Report #1 to post on our Laulima site for all to read.

NOTE - The DEADLINE for posting of your FIRST draft of Report #1 is specified. Late work will lose one point a day. Be sure to post it as a PDF document so all can read it easily. Follow my example on the site and read my directions there.

After you post your Report #1 we all will probably have some suggestions on how to make it even better. To earn full credit, you will revise your Report #1 and post it again for all to read by the next deadline. In Lesson #10 you will start Report #2 on a second ancient culture and people that I will assign you. In Lesson #12 you will do Report #3 on a third ancient culture and people.
Appendix 2 - Knowledge Survey

A knowledge Survey is being developed for use in the class to assess the student's own beliefs about their knowledge of some of the topics in the class. The survey will be administered both before studying the lesson and after taking the test on it. Analysis of both objective and essay test question answers will be compared with the specified learning objectives (SLOs) and pre and post knowledge surveys to judge how well concepts have been communicated by the teacher and course materials. This analysis will be published and used to guide changes in the course each year. A sample of one survey is shown below:

ANTH 151 - KNOWLEDGE SURVEY - Lessons 8-9

This is a Knowledge Survey rather than a test. There are no right or wrong answers. While you will not be graded on this survey, please be very candid in your responses!

By completing this survey, both at the beginning and at the end of the lessons your instructor will be able to gauge your initial level of knowledge and then measure the amount of knowledge you gain during the semester. This information will help your instructor modify and improve the course and program.

INSTRUCTIONS:

Read each statement carefully and then choose a response based on the following instructions:

Choose 1=V.LOW as your response to the item if you are not at all confident in your skills in the area and do not feel you can demonstrate these skills on a test/essay/research paper.

Choose 2=LOW as your response to the item if you feel only minimally confident about your skills in the area and can barely demonstrate these skills at a reasonable level on a test/essay/research paper.

Choose 3=MEDIUM as your response to the item if you feel fairly confident about your skills in the area and can demonstrate these skills at a reasonable level on a test/essay/research paper.

Choose 4=HIGH as your response to the item if you feel quite confident about your skills in the area and can demonstrate these skills at a high level on a test/essay/research paper.

Choose 5=V.HIGH as your response to the item if you feel extremely confident about your skills in the area and can demonstrate these skills at a very high level on a test/essay/research paper.

"Type In Your Name and the Code Word — (see the instructions on our Lualime class site)

"CHECK A BUTTON TO INDICATE THE BEGINNING OR END OF THIS SERIES OF LESSONS:

USING THE SAME SCALE, PLEASE EVALUATE YOUR ABILITY TO ANSWER THE FOLLOWING QUESTIONS OR DEFINE/DESCRIBE/DISCUSS THESE COURSE CONCEPTS/TERMS:

V LOW LOW MEDIUM HIGH V HIGH

Chapter 8 - Agriculture and Animal Domestication
1. Explain the various themes about the origins of food production.
2. Describe the differing dates for food production.
3. Analyze why food production took hold so late.
4. Critique the consequences of food production.
5. Discuss nutrition and early food production.
6. Trace the practice of herding and the domestication of animals.
7. Evaluate early plant cultivation techniques.
8. Explain the relationship between technology and domestication.

Chapter 9 - The Origins of Food Production in Southwest Asia
1. Explain one scenario for early agriculture in Southwest Asia.
2. Describe the first farmers at the archaeological sites of Netiv Hagdud, Abu Hureym, and Jericho.
3. Explain the diversity of farming economies and trade in Southwest Asia.
4. Show the relationship of the highland of the Zagros Mountains and Mesopotamia to early farming.
5. Discuss the diverse environments in Anatolia at the beginning of the Holocene.
6. Discern the two stages of farming development.

MAHALO NUI FOR COMPLETING THE ANTHROPOLOGY 151 KNOWLEDGE SURVEY!
EMERGING HUMANITY - (ANTH 151)
Laulima Web Class
UNIVERSITY OF HAWAII
HONOLULU COMMUNITY COLLEGE
FALL SEMESTER - 2011

INSTRUCTOR: ROB EDMONDS
HELP: FOR KOKUA PLEASE CALL, WRITE OR VISIT ME,
OFFICE: BUILDING: # 7 - ROOM: # 613
OFFICE HOURS: M-W-F: 10:30 am to 1:00 pm.
OFFICE PHONE: 845-9260 - OFFICE FAX: 845-9416
E-MAIL: rob@hcc.hawaii.edu - WEB PAGE: http://home.honolulu.hawaii.edu/~rob/
US-MAIL: 874 Dillingham Boulevard, Honolulu, Hawaii 96817-4598

PLEASE READ THIS SYLLABUS CAREFULLY AND SAVE IT FOR FREQUENT REFERENCE

REQUIRED TEXT:
Fagan, Brian M. People of the Earth: An Introduction to World Prehistory. 13th Ed.

PLEASE NOTE: ANTH 151 (like HIST 151) gives you credit for the Global and Multicultural Perspectives Foundations Requirement. This credit transfers to all University of Hawaii campuses.

Your class is on UH's website "Laulima." Lessons include weekly readings, tasks and visits to other web resources. You can meet with others in the class for discussions and presentations with our Laulima [Discussions], [Mailtool], and [Chat]. The course is divided into two sections and for each you have some weekly reading and reporting tasks and assignments. You will take on-line practice quizzes and then an on-campus test. For extra credit you are invited to visit some ancient Hawaiian sites on Oahu and have a picnic with fellow students.

PLEASE NOTE: Extra Credit "Special Projects" are encouraged, but are NOT required.

This Syllabus may be changed based on developing student and course needs.
COURSE DESCRIPTION:
EMERGING HUMANITY - ANTH 151 - introduces you to human biological evolution and to many human cultures around the world prior to AD 1500. ANTH 151 - Meets the goals of the "Global and Multicultural Perspectives Foundations Requirement."

This college-level course is designed to help you learn about some of the recent scientific discoveries about OUR OWN SPECIES. You will learn some ways scientists study people today and our ancestors of the past before AD 1500. You will explore both facts and theories about our own biological and cultural heritage. You will explore the lifestyles of several different ancient peoples. You will investigate where WE are today, where WE are going tomorrow, and how WE and our ancestors fit into the total picture of life here... into the ecology of our SPACESHIP EARTH.

STUDENT LEARNING OUTCOMES:
Upon successful completion of ANTH 151 the student should be able to:
* Compare the topics and interactions of the major fields of physical anthropology and cultural anthropology and the major subfields including archaeology, ethnology and linguistics.
* Discuss some current theories about biological and cultural factors that influence human evolution.
* Discuss several genetic processes involved in human evolution and biological differentiations, including mutation and natural selection.
* Discuss the scientific and popular concepts of "race" and explain how human populations migrated and adapted to different environments.
* Describe the development of human cultural patterns of food gathering, pastoralism and agriculture.
* Compare several cultures that developed early civilizations.
* Develop an understanding of culture useful in discussing cross-cultural issues in Hawaii and the world.
* Produce research reports based on several sources, including historical accounts, of three ancient cultures using college-level writing with citations.

GRADING SYSTEM:
You earn your final grade in this course by learning new things about anthropology and its subject, PEOPLE. There is no "curve" used in grading, so you can earn the grade you want.
The new things you learn earn you "points" which add up to the final grade out of 300 possible:
"A" = 270 points or more (90%)
"B" = 225 points or more (75%)
"C" = 180 points or more (60%)
"D" = 150 points or more (50%)
"E" = below 150 points.
"F" = cheated in any course test or written work.

*** To earn course credit you MUST earn over 50% on the final exam. ***

NOTE: Qualified students with disabilities will receive appropriate accommodations in this course.
Please speak with me after class or in my office. Please be prepared to provide a verification letter from the HCC Services for Students with Disabilities (SSD) Office.

EARNING POINTS BY LEARNING:
You can earn points toward your final grade in several ways:
1. SPECIAL PROJECTS - You can earn up to 45 points to raise your final grade by one letter by planning and doing one or more "Special Projects." Many ideas are given on page 5 of this syllabus and online.
2. WEEKLY EXERCISES - You can earn up to 100 points by doing tasks each week based on readings in the texts and using Laulima online. (Up to 10 points weekly)
3. REQUIRED TESTS - You can earn up to 125 points of your basic grade in two tests based on the text and weekly tasks. To earn course credit you MUST earn over 50% on the comprehensive final exam.
4. FIELDWORK EXERCISE - You can earn up to 75 points by doing three written reports based on virtual fieldwork you do via the web on three ancient cultures.
5. BONUS POINTS - You can earn extra credit in addition to the 300 points listed above by:
   (1) Participation in discussions - 10 points.
   (2) A 3 hour Trek on Cahu - 15+ points.
   (3) Special Projects - See #1 above.

NOTE: Be sure to keep all your returned papers, tests and email to study from. They also come in handy if you need proof of points you have earned. You can add up your points by printing out the course schedule and writing in the points you earn each week. Then compare it with the online Gradebook in Laulima.
PLEASE NOTE! - FOR ALL WRITTEN WORK:
Except for tests and special project proposals, ALL written work you do for credit MUST be prepared in the college style specified in "How To Write An Absolutely Great Research Paper."
Your work must be carefully done and proofread or it will be returned without credit for correction.
Submitting another person's work as your own will result in an "F" for your course grade.

THE RULES FOR ALL WEB COURSE WORK:
1. Except for e-mail, chat room talks, discussions, board postings, tests and special project proposals, ALL written work you do for credit MUST be prepared in the college style specified in "How To Write An Absolutely Great Research Paper." (available in Laulima)
2. It is important to learn and to practice professional standards that will serve you well in college and the job market. So all your work must be carefully done and proofread or it will be returned without credit for correction.
3. It is vital in professional work in college and on the job to use your own creativity and to avoid accusations of theft. So submitting another person’s work as your own or copying other’s work into your own without attribution will result in being dropped from the course or an "F" grade and referral to the Student Conduct Committee.
4. We will follow the policies on academic honesty of the University of Hawaii as detailed in the College Catalog. So any cheating on tests or assignments will result in being dropped from the course or an "F" grade.
5. It is important to respect the ideas and contributions of others and to avoid invasion of their privacy. So disrespect or harassment of others in the course will result in being dropped from the course or another "F" grade.

WEEKLY LESSONS:
To keep things flexible, the readings and other assignments are divided into weekly lessons as shown in the Course Schedule. For most lessons, there is an assignment to guide your study and help prepare you for a test. Most lessons are based on readings in your textbook and some material on the Web. You earn points when you show you have mastered the material by doing well on a test or other assignment.

HOW TO STUDY THE LESSONS:
Much of the course material is provided in a convenient "TEXT," (Textual External Xerographic Transporter.) You can access TEXT anywhere (almost!) at your own speed, and you can repeat the viewing and reading as often as necessary! For most weekly lessons there are also materials provided on the Web, which is NOT quite as convenient because of the expense of the equipment, limited portability and low bandwidth access.

MANY FIND IT HELPFUL TO STUDY THE LESSONS THIS WAY:
1. Look over the "Learning Objectives" in the weekly lesson to see what to look for.
2. Scan quickly through the TEXT and Web readings while looking at the headings, pictures and layout.
3. Read the entire reading as you watch for the answers to the Learning Objectives.
4. When you find part of an answer, write it in your notes (in your own words). Also write down the page number(s) or location where you find the information.
5. Put a big question mark next to anything in your notes you do not understand and then ask the instructor or your fellow students about it.
6. Before each test, review your answers in your notes and the comments by other students and the instructor.
7. Merely underlining words in the TEXT is not very effective in getting information into your brain, but it does make your TEXT look pretty and does use up a lot of colored ink. Underlining also makes it more difficult to review the materials before a test.

TESTS AVAILABLE:
There are two tests scheduled so you can earn points by showing what you have learned. You may take a test early if you wish. If you miss a test, you may take a make-up essay test by appointment. See the Course Schedule for the dates of each test.
What are the tests like? In class we will have some "practice quizzes" so you can see for yourself. Some of the questions are multiple-choice and some are essay, fill-in, or matching. Make-up tests will have only essay questions. You must follow the directions carefully or you will probably lose points.

NOTE: Any cheating or plagiarism will result in an "F" for your final grade in the course and referral to the Student Conduct Committee.

*** To earn course credit you MUST earn over 50% on the final exam. ***
TYPES OF SPECIAL PROJECTS:

Here is a chance to be creative and to learn about something in Anthropology that really interests you. Physical Anthropology includes subjects like, primates, evolution, hominids, and physical features of the body. Cultural Anthropology can include any custom or event in the culture of any group of people anywhere. You can present what you have learned in many ways including:

1. A slide show and talk.
2. A short film or videotape.
3. A voice-recorded talk or tour.
4. A short lecture or group discussion.
5. A performance, video or artistic production.
6. A video or photo-essay of a significant place or event.
7. A careful research experiment with people on or off campus.
8. A written report or term paper about a person or group you interview.
9. Library research on a topic with recent reports by two authors of merit.
10. A report on a fieldtrip to an important place like a museum, temple, etc.
11. DO YOU HAVE ANOTHER IDEA? LET US TALK IT OVER!

HOW TO DO A SPECIAL PROJECT:

You can earn up to 45 of the points for your final grade by doing one or more Special Projects of your own design. You can work alone or with others. To start your own Special Project you MUST first do each of the following:

1. Talk over your idea with the Instructor and get some advice.
2. Locate the resources you will need, (people, books, articles, equipment, etc.)
3. Write up a brief "Project Proposal" and email it to the Instructor.

Your Special Project Proposal MUST list these FIVE things: (Number them 1-5)
1. The topics of your project described in a topic outline or a detailed paragraph.
2. The resources you have located so far and those you plan to get later.
3. The method you want to use to present what you have learned.
4. The number of points you want to try to earn.
5. The date when you will finish your project.

4. The Instructor will make suggestions, give helpful advice, and tell you how much to do to earn the points you want.
5. After the Instructor has approved your Project Proposal you may finish your work on it.
6. If you want to make changes in your project email the Instructor first and get an OK.
7. When you present your Special Project to the Instructor he will determine how many points you have earned and what you can do to earn more.

SIZE OF YOUR PROJECT:

The more things you demonstrate that you have learned, the more points you earn. It is usually better to do 2-3 smaller projects instead of one big one. You will do about 2-3 hours of work and learn about 10-15 new things learned to earn 5-7 points. In a written report of good quality you earn 3-4 points for each page. In an oral presentation of good quality you earn about six points for each 10-15 minutes. For web, video, photo, live or artistic projects, get some guidelines from the Instructor.
SOME SPECIAL PROJECT SUGGESTIONS

There are many ways you can do Special Projects for extra credit in this course. The BEST way is for you to come up with your own idea of what you want to learn about and how you want to present your work. Here are some of the many projects other students have done with my guidelines. Before you start any Special Project, talk to me first, then email me a "Special Project Proposal," (see p.4.)

1. **Bishop Museum - Report on some of the exhibits on ancient cultures.** (Up to 25 points)
   Pick one section of the museum with several displays, like Hawaiian artifacts. Make a map of the section, a list of the displays, and describe in detail the appearance and uses of several cultural items in two or more displays. The exhibit on Polynesian navigation in the room just outside the Planetarium has some high-tech exhibits you could map and describe. In the main building you can pick two different Pacific Island culture or two ethnic groups in Hawaii, and compare their weapons, tools, or clothes.

2. **Tour a Museum of an ancient culture and view their artifacts, palaces or cities.**
   **Report on the culture of people in this period from your tour.** (To 25 points)
   Use the web and media to tour a museum and describe it in detail including two of the exhibits. Make a map and list of items displayed. Describe the culture of the people who lived then.

3. **Ancient Sites - Report on ancient Hawaiian culture.** (To 25 points)
   Visit and compare two sites of traditional Hawaiian culture. Draw a map and take pictures. Use a chapter in: *Arts and Crafts of Hawaii* to describe a topic related to the site like: religion, farming, homes, fishing, warfare, etc.

4. **Polynesian Culture Center - Compare cultures from tours of two villages.** (To 45 points)
   Tour and map three of the villages. Talk to a guide at each village, (between tour groups,) to learn more details of some customs or tools. Focus on just 2-3 topics to describe and compare in detail such as houses, foods, clothes, dance, tattoo, carving, canoes, fishing, tools, religion, etc.

5. **Tour a Church or Temple - Describe the culture of a religious site or service.** (To 25 points)
   Use the web and media to tour a temple, church or meeting of an ancient religion. Make a map of the building, describe the event, describe the meanings of some events. Compare some things with your own or another religion, if possible.

6. **Visit an Art Exhibit or dance, festival, or sports event of an ancient culture.** (To 25 points)
   Use the web and media to tour a museum display. Make a map and list of items or events. Describe the event and focus on 2-3 topics to describe in good detail like food, dance, music.

7. **Video or film about an ancient culture or anthropology in action.** (To 8 or 16 points)

NOTE: Other useful videos, tv shows, websites, books and new materials will be listed on Laulima. Email me to check on any other materials you wish to use about anthropology topics.