ANTH 456 (online)
Peopling the Americas

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GE: Brian Lane  
Email: blane@uoregon.edu

Note: Please contact us if you have a documented disability and need accommodation in this course. Please have the Counselor for Students with Disabilities send a letter verifying your disability.

COURSE DESCRIPTION
This course will provide students with an overview of current knowledge about the peopling of the Americas. We will start with a brief review of anatomically modern human dispersals out of Africa leading to a dispersal from Northeast Asia into Beringia, and North and South America. We will then: (1) briefly review the history of scholarly thought about the origins of the First Americans; (2) discuss archaeological methods and the types of evidence required to document human dispersals into new regions; (3) evaluate different theoretical models, potential routes, and lines of evidence for the initial peopling of the Americas; (4) discuss the archaeological data in the context of paleoenvironmental, ecological, genetic, linguistic, and other evidence spanning the past ~25,000 years; and (5) end with an overview of later dispersals that created the diverse and multi-ethnic nations that now exist in North and South America.

COURSE GOALS
Using interdisciplinary data presented in scholarly journals and the media, our goals are to:

- Understand the dynamic paleoenvironmental and geographic changes that occurred in the last 25,000 years in Northeast Asia and the Americas.
- Learn the history of anthropological theories about the peopling of the Americas.
- Evaluate the archaeological, environmental, biological, and genetic evidence associated with various dispersal routes into the Americas.
- Develop an understanding of current knowledge about when, where, and how humans reached the Americas.
- Develop critical thinking skills as they apply to archaeological literature presented in scientific journals and the popular media.

OFFICE HOURS

Jon Erlandson:  T/Th 1-2 PM
Brian Lane:  M/Th 10-11 AM, or by appointment
COURSE STRUCTURE

PowerPoints: We created 10 PowerPoint (PPT) lectures with short audio comments that serve as weekly modules for exploring various issues, sites, and debates related to the human colonization of the Americas. The PPT presentations are supplemental and are not intended to be used as a primary source of information. They are designed to help you navigate the issues presented in the class readings, which come primarily from scientific journals, weblinks, and written assignments. Online courses are designed for highly motivated students that do not require direct student-instructor interactions. However, we will be available through email to discuss and help clarify any idea, concepts, or issues that a student may have regarding the materials covered in class.

Quizzes & Tests: There will be no standardized quizzes or tests in this class.

Assignments: Four 2 page (single spaced, 12 point font) writing assignments are worth 25 points each and the 7-8 page (single-spaced, 12 point font) final review essay will be worth 100 points. The purpose of the written assignments is to help students think critically about the materials presented in each lesson. We are looking for active engagement with the subject materials, mastery and understanding of the issues, evidence of critical thinking, and clear writing skills.

Note: Please do not send assignments as attachments. Cut and paste them directly into the Canvas assignment link. There will be no late work accepted without a documented reason.

GRADING POLICY

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<tr>
<td>100</td>
<td>Four bi-weekly assignments (25 points each)</td>
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<td>Final Review Essay (100 points)</td>
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Final Grade Scale

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EXPECTED LEVELS OF PERFORMANCE:

A+: Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a course.

A: Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B: Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

D: Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F: Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.

COURSE SCHEDULE


**Week 2:** Archaeological Toolkits and Evidential Requirements. Review PPT ANTH-456-2; carefully and critically read Holen et al (2017) and Braje et al. (2017), considering whether Holen et al. met the scholarly requirements for acceptance of their extraordinary claims. Writing Assignment #1 is due by the end of Week 2, Friday at 5:00 PM.


**Week 5:** A Coastal Route & Kelp Highway Hypothesis. Review ANTH-456-5 PPT; read Lesnek et al. 2018, Erlandson et al. 2008 & 2015; Erlandson and Braje 2011, Braje et al. 2020; McLaren et al. 2019. Writing Assignment #2 due by Friday at 5:00 PM.


**Week 7:** Pandora’s Box Opened: Alternate Routes and Models. Review ANTH-456-7 PPT; read Boeda et al. 2014; Bradley & Stanford 2004, Straus et al. 2005, Firestone et al. 2007, & Holliday and Meltzer 2010. Writing Assignment #3 due by Friday at 5:00 PM.

**Week 8:** Biological and Genetic Evidence of the First Americans. Review ANTH-456-8 PPT;
read Fagundes et al. 2009, Bodner et al. 2012, Chatters et al. 2014, Jackson et al. 2015, Rasmussen et al. 2014, Moreno-Mayar et al. 2018; Writing Assignment #4 is due by Friday at 5:00 PM.

**Week 9:** Into the Mix: Later Migrations to the Americas. Review ANTH-456-9 PPt. Readings to be announced.

**Week 10:** Synthesis: Human Colonization of the Americas. Review ANTH-456-10 PPt; Read Waters et al. 2018, Nature 2012 Young Americans. Final Essay due by Tuesday of Finals Week by 12:00 PM (high noon!).

**ADDITION INFORMATION AND POLICIES**

**General Policies**

Standard UO policies regarding student conduct and ethical use of online materials. apply to this course. For the full policy statement see: [http://studentlife.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx](http://studentlife.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx)

**Accessible Education:** The UO is working to create inclusive learning environments. Please notify us if there are aspects of the instruction or design of this course that result in disability-related barriers for you. Please contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155, uoaec@uoregon.edu, or [http://aec.uoregon.edu/students/index.html](http://aec.uoregon.edu/students/index.html).

**Equal Opportunity Compliance Statement:** The UO Board of Directors has mandated that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any UO educational programs, activities, or employment. Persons having questions about equal opportunity and non-discrimination should contact the Office of Affirmative Action at 541-346-3123.

**Library Services:** The UO Libraries web site ([http://libweb.uoregon.edu/](http://libweb.uoregon.edu/)) provides general access to catalogs, resources, listing of services, etc. Off-campus students now have access to library databases through a proxy server.

**Additional Web Resources**

*Office of Academic Advising*
Phone: (541) 346-3211
[http://advising.uoregon.edu/](http://advising.uoregon.edu/)

*Registrar's Office*
Phone: (541) 346-3243
[http://registrar.uoregon.edu/](http://registrar.uoregon.edu/)