Welcome!

Welcome to ANTH 343: Pacific Island Archaeology. I'm Dr. Scott M. Fitzpatrick (he/him/his) and I will be your instructor for the course. I'm here to help answer any questions you have and to guide you through the course content over the next few weeks. I am an archaeologist who specializes in islands and coastal regions around the world, particularly the Pacific and Caribbean. I've been conducting archaeological research for more than 25 years on various islands around the world, and I am primarily interested in how and when people got to islands and how they adapted to and impacted their ancient environments.

Here are the Basics:

This course is an introduction to the history of the peoples of the Pacific as understood through the archaeological record and other data sources (e.g., historical linguistics, ancient DNA, historic accounts, ethnography, etc.). We will discuss the origins of Pacific Island populations and ensuing cultural change from over 50,000 years ago up to the historic period of European contact. The course examines the archaeological sequences of major islands and archipelagos and pays special attention to current theoretical and methodological issues and debates on topics like migration and colonization, human impacts on the environment, adaptations to island environments, cultural diversification, trade and interaction, emergence of social complexity and 'collapse', as well as the impacts of historic European arrival. The class covers a diverse body of research and topics in Pacific archaeology that are widely applicable to other regions around the world.

Canvas Modules:

This is an online course and all class materials, including lectures, assignments, exams, and readings can be found on Canvas. This course is organized by week and lesson. Each week there will be 'lessons' that are organized in Canvas 'modules'. Each lesson has an associated lecture and a number of required and recommended readings.

Before diving into the course work, please review all of the information in the following pages of the syllabus module.

Do you have any questions? Please feel free to email me.

smfitzpa@uoregon.edu

Meet Your Instructor

I am an archaeologist who specializes in islands and coastal regions around the world, particularly the Pacific and Caribbean Islands. I also have done projects in Panama, the Oregon Coast, and the Florida Keys.

I've been conducting archaeological research for more than 25 years on lots of different islands around the world. I am primarily interested in how and when people got to islands, how they adapted to and impacted their environments, and the things they exchanged with each other between islands once they go there.

I'm pretty lucky to work in the places I do. I've also published more than 130 journal articles and book chapters, several books, and am the founding co-editor for the Journal of Island and Coastal
Archaeology (Links to an external site.). My research has been featured in National Geographic, Popular Science, Current World Archaeology, and Earth Magazine, among others. I have current research projects in Palau and Yap (Micronesia); Barbados, Curacao, and Mustique; and the Florida Keys. Speaking of which, are you interested in gaining archaeological field experience? If so, I have a number of projects you can join this year, including a Study Abroad program in Barbados. Click here for more details! (Links to an external site.)

If I were to have dinner with three people, living or dead, one would be Anthony Bourdain, another would be Rivers Cuomo, and I'm still deciding on the third. I kind of go back and forth between Stanley Kubrick or Ridley Scott. I'm also a big fan of Stephen King and "The Shining" is one of my favorite films. Did you know that Timberline Lodge on Mt. Hood was the exterior for the movie? If you haven't been there, it's amazing.

Alright, here's a video "Fundamentals of Island Archaeology (Links to an external site.)" where I talk about how and why we study island societies in the Caribbean with information about Curacao too.

Office Hours

I am here to help! While you can always reach me by email <smfitzpa@uoregon.edu>, but I will also be holding virtual office hours on the following days and times.

Note that you will need to have a uoregon.edu email address to access.

Dr. Scott Fitzpatrick:

Time: Tuesdays and Thursdays: 10:00 - 11:00 AM and by appointment

Join ANTH 145 Zoom Meeting Office Hours
https://uoregon.zoom.us/j/91973702154?pwd=ZituU2swZUgzZjZhd0NwWkhsUDdNQT09

Meeting ID: 919 7370 2154
Passcode: 840429

Philippa Jorissen (GE):

Wednesday (10.00 am - 12.00 pm)

Join Office hour ANTH 343 Office Hours
https://uoregon.zoom.us/j/95319554720?pwd=R3czMmtMUDVVOXhncmIcMTWVMelJsdz09 (Links to an external site.)

Meeting ID: 953 1955 4720
Passcode: Moorea
For this class, we will be using a text called *On the Road of the Winds: An Archaeological History of the Pacific Islands before European Contact* (Revised and Expanded Edition) by Patrick V. Kirch (2017). This has been ordered through the UO bookstore but can also be purchased online.

**Student Learning Objectives**

**Student Learning Outcomes:**

Upon completion of this course, students will:

- Understand aspects of the cultures, subsistence strategies, and technologies of past peoples of the Pacific Islands from an archaeological perspective.
- Learn to critically evaluate the validity and limitations of archaeological data, hypotheses, and explanations.
- Appreciate the way in which the geology, ecology, topography, flora, and fauna influenced cultures in this region.
- Describe the archaeological sites that have made the Pacific Islands an important location in which to study broad archaeological issues.
- Apply the knowledge discovered about the human past to issues of relevance in the present such as climate change and human impacts on the environment.
- Examine how other lines of evidence, including but not limited to historical linguistics, population genetics, and paleoenvironmental reconstruction, can be used in tandem with archaeological data to draw conclusions about past peoples.

**Satisfying Requirements:** ANTH 343 satisfies Social Science (SSC), International Cultures (IC) and Global Perspectives (GP) requirements.

**Course Structure, Workload, and Expectations**

**Course Structure, Weekly Workload, and Expectations:**

This is an online course and all class materials, including lectures, assignments, quizzes, exams, and readings can be found on Canvas.

This course is organized by week and lesson. Each week there will be a 'lesson' that is organized in Canvas 'modules'. Each lesson has an associated lecture and a number of required readings.

**Lectures:** Lectures for each lesson can be found on the associated Canvas module. It is expected that students follow along and take detailed notes on these lectures, as much of the assignment and exam material will be derived from them. It is expected that students have completed the required readings prior to watching the lectures. I have also included PDFs of Powerpoint lectures so you can more easily take notes.

**Readings:** Each lesson has an assigned chapter (or chapters) from the text we'll be using for class titled "On the Road of the Winds". It is expected that you complete all required readings for each lesson. Note that around half of all quiz and exam questions will come from these readings.
Quizzes: You'll have a weekly quiz that will test your knowledge on all course material for that week, but primarily focusing on lectures and assigned readings. Each quiz is worth 10 points and will cumulatively count for 25% of your overall grade. All quizzes will be done on Fridays and will be limited to 15 minutes.

Exams: You'll have two exams for this class: a Midterm and a Final. Both exams will be taken online using Canvas. The exams will consist of multiple choice, true/false, matching, fill-in-the-blank, and/or short answer questions. Each exam is worth 50 points (12.5% of your final grade for each, or 25% total). The Midterm Exam questions will derive from the lectures, film clips, assigned web pages, and required readings assigned from Weeks 1-5 and the Final Exam will primarily cover material from Weeks 6-10. See the course schedule for the dates of the exams.

Assignments: There are four (4) written assignments for this course that ask you to synthesize and think critically about course material. I am looking for thoughtful engagement with the subject matter, critical thinking, and clear and concise writing. These 4 assignments are worth 50% of your final grade, so it is important that you are prioritizing them and submitting them on time.

Please see the course schedule and Canvas modules for instructions for each assignment and due dates. Late assignments will be accepted, but with a 10% deduction for each day they are late, except in the case of a previously approved or documented excuse.

Note: please cut and paste your written responses for these assignments directly within Canvas. Do not upload them as attachments, especially .pages files. Your assignment responses will be assessed by Vericite, a plagiarism assessment tool. Any instances of academic dishonesty will result in an automatic F on the assignment. Please see the Course Policies page for more details.

Course Schedule

**Week 1: Introduction to Pacific Cultural Regions and Island Environments**

- Readings: See Canvas module

  **Assignment 1: Pacific Environments and Cultural Regions (40 pts) – due Friday January 21st at 11:59 PM**

  **Quiz 1: (10 pts) – due Friday at 11:59 PM**

**Week 2: Migration and Island Colonization**

- Readings: See Canvas module

  **Quiz 2: (10 pts) – due Friday at 11:59 PM**

**Week 3: Pleistocene to Holocene Near Oceania**

- Readings: See Canvas module

  **Assignment 2: Traditional Voyaging (40 pts) – due Friday, February 4th at 11:59 PM**

  **Quiz 3: (10 pts) – due Friday at 11:59 PM**

**Week 4: Remote Oceania (Part 1) – Island Melanesia and West Polynesia**

- Readings: See Canvas module
**Quiz 4: (10 pts) – due Friday at 11:59 PM**

**Week 5: Remote Oceania (Part 2) – Western Micronesia (Palau, Yap, Mariana Islands)**

**Quiz 5: (10 pts) – due Friday at 11:59 PM**

**Midterm Exam**

Your midterm exam will on **Tuesday, February 8th** and will be available from **8 AM to 11:59 PM PST**. This exam is timed. You have **60 minutes** to complete the exam. The exam is worth **50 points** for a total of 12.5% of your final grade. The exam is composed of multiple choice, true/false, and a few short answer questions. The exam questions will be based on the lectures and required readings from Lessons 1-4.

**Week 6: Remote Oceania (Part 3) – Central and Eastern Micronesia**

Readings: See Canvas module

**Quiz 6: (10 pts) – due Friday at 11:59 PM**

**Week 7: Remote Oceania (Part 4) – East Polynesia**

Readings: See Canvas module

**Quiz 7: (10 pts) – due Friday at 11:59 PM**

**Week 8: Exchange and Interaction**

Readings: See Canvas module

**Assignment 3: Identifying Exchange and Interaction (40 pts) – Due Friday, March 4th at 11:59 PM**

**Quiz 8: (10 pts) – due Friday at 11:59 PM**

**Week 9: Natural and Anthropogenic Impacts on Island Environments**

Readings: See Canvas module

**Assignment 4: Problem Essay (80 pts) – Due Friday, March 11th at 11:59 PM**

**Quiz 9: (10 pts) – due Friday at 11:59 PM**

**Week 10: Social Complexity, ‘Collapse’, and Arrival of Europeans**

Readings: See Canvas module

**Quiz 10: (10 pts) – due Friday at 11:59 PM**

**Final Exam**

Your final exam will be available for you to take on **Wednesday, March 16th** between **8 AM and 11:59 PM**. This exam is timed. You have 60 minutes to complete the exam. The exam is worth **50 points** for a total of 12.5% of your final grade. There are 50 questions (1 point each) composed of multiple choice and true/false questions. The Final Exam will focus on material from Weeks 6-10, but assumes a foundational knowledge based on the first five weeks of the course.
Course Requirements and Grading Policy

Course Requirements and Grading Policy:

The grading breakdown for this class can be found below. For class policies on late work, please see the "Class Policies' page.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Total Points</th>
<th>Proportion of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments 1, 2, and 3</td>
<td>40 points each</td>
<td>120 points</td>
<td>30% of total grade</td>
</tr>
<tr>
<td>Assignment 4 (Essay)</td>
<td>80 points</td>
<td>80 points</td>
<td>20% of total grade</td>
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<tr>
<td>Quizzes (weekly)</td>
<td>10 points each</td>
<td>100 points</td>
<td>25% of total grade</td>
</tr>
<tr>
<td>Midterm &amp; Final Exams</td>
<td>50 points each</td>
<td>100 points</td>
<td>25% of total grade</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
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</tbody>
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Grading Scale: I do not anticipate a curve for this class. The grading scale is as follows:

- **A+** = 97-100%
- **A** = 93-96.9%
- **A-** = 90-92.9%
- **B+** = 87-89.9%
- **B** = 83-86.9%
- **B-** = 80-82.9%
- **C+** = 77-79.9%
- **C** = 73-76.9%
- **C-** = 70-72.9%
- **D+** = 67-69.9%
- **D** = 63-66.9%
- **D-** = 60-62.9%
- **F** = < 59.9%

If the class is taken P/NP, a C- or higher is required to pass the course.

Expected levels of performance:

- **A+** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few students receive this grade in a given 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.
- **B-** 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 Policies

**General Policies:** Standard UO policies apply to this course regarding student conduct and ethical use of online materials. For the full policy statement see: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

Also, please scroll down to the bottom of the modules page to see information related to: "Classroom and University Policies and Assistance"

**Open Learning Environment:** The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Student should note that: “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity: http://aaeo.uoregon.edu

**Accessible Education:** Students needing special accommodations for this course, including but not limited to testing accommodations, should contact the instructor as soon as possible, preferably within the first few days of the term, so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity. Please notify the instructor if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or through their website at http://aec.uoregon.edu/

**Contact and email:** All correspondence for this class will be through email and Canvas. I prefer to be emailed directly at smfitzpa@uoregon.edu, rather than with Canvas messages. I try to respond to emails very quickly, but please allow 24-48 hours for a response to your emails.

**Misses quizzes and exams:** There will be no makeup of missed exams or quizzes except in the case of a documented and approved excuse. Approved excused include anticipated excuses, which must be cleared with the instructor before missing an exam or quiz, and emergencies and include illness, injury, or emergency family issue. It is important that you contact me as soon as possible if any of these issues arise.

**Missed Assignments:** All written assignments must be submitted by 11:59 PM PST of the assigned due date (check schedule). Except in the case of an approved excuse, late assignments will be accepted with a penalty of 10% off their graded value each day they are late.

**Cheating, plagiarism, and academic dishonesty:** Assignments, quizzes, and exams in this class are intended to assess your individual knowledge and understanding of the subject material. Therefore, cheating or plagiarism in any form will not be tolerated. The work you present must be your own. Individuals involved in an act of academic dishonesty will receive a zero on the assignment, and, if circumstances warrant, be forwarded to the Office of Student Conduct and fail the course. All assignment submissions will be assessed with Vericite, and plagiarism-tracking tool. If you have any questions or concerns about what constitutes academic integrity, cheating, or plagiarism, please see the Student Conduct Code at: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

**Incompletes:** In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at http://registrar.uoregon.edu/incomplete_policy.
A Note on Current Events

I want to acknowledge that there is a lot going on in the world right now, and that you are not currently doing schoolwork under normal circumstances. I also know that current events can be difficult and painful to process in numerous ways, and that many of us are feeling mentally and emotionally exhausted - and that this might make balancing schoolwork especially challenging for a number of different reasons.

This class has been designed to be a safe and respectful learning space, and it is expected that you will treat your peers and instructors with kindness, empathy, and respect. Additionally, many changes to UO academic policies have already been made for courses this year, and a link to those policy changes can be found on the Course Policies page.