ANTH 456 (online)

Peopling the Americas

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GE: Paul Gerard

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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
Philippa Jorissen: Tuesday 10.00 AM - 12.00 PM
Paul Gerard: Wednesday 11.00 AM- 1.00 PM
COURSE STRUCTURE

**Class readings:** The readings form the backbone of this course and come primarily from scientific journals, weblinks, and written assignments. Please note that there is not a textbook for this course and all reading materials will be provided through Canvas.

**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.

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, not including bibliography) writing assignments are worth 25 points each. 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.

*Tip: Make sure to look at the rubric before/after writing your assignment to check that you hit all the points that you will be graded on!*

*Note: Please do not send assignments as attachments. Cut and paste them directly into the Canvas assignment link.*

**Late policy:** Weekly assignments without documented reason will have 10% deducted per day it is late.

**Extra Credit:** There is one extra credit option that will be available from March 31st until June 3rd 11:59 PM. You can find the instructions under assignments on Canvas. It is possible to receive up to 10 additional points if you complete this assignment well. Additional extra credit options will NOT be provided.

**Final paper:** final review essay will be worth 100 points. 6-8 page (single-spaced, 12 point font, not including bibliography) 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. **Late penalties on the final paper will consist of a 20% deduction per day late** for late work without documented reason.

GRADING POLICY
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<th>Points</th>
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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, April 8th, Friday at 11:59 PM.


Finals week: Final Essay due by Tuesday of Finals Week, June 7th, 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

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 be forwarded to the Office of Student Conduct and, if circumstances warrant, fail the course. 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

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: 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.

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/) provides general access to catalogs, resources, listing of services, etc. Off-campus students now have access to library databases through a proxy server.

Campus Emergency: In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. Since this is an asynchronous course, students should check Canvas and their email accounts for updates.

Incomplete Grade: 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

Additional Web Resources

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

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

Distance Education Directories http://www.petersons.com/college-search/distance-education.aspx
http://www.CollegeDegree.com/