COURSE DESCRIPTION

Once considered marginal environments, it is now clear that islands and coastlines played an important role in the biological and cultural development of humans. Archaeological research demonstrates that the wealth of resources available in coastal areas often supported dense human populations and facilitated geographic dispersals, seafaring, advances in cultural complexity, and other socio-technological innovations. Using case studies from around the world, we will examine coastlines from a variety of theoretical and methodological perspectives. Topics explored will include: human evolution, adaptations, and dispersals; seafaring, subsistence strategies, and exchange systems; sea level fluctuations and submerged landscapes; and human impacts on ancient ecosystems. Focusing on recent research in coastal areas, we will examine the pivotal role aquatic ecosystems played in the deep history of humans and hominins, as well as how archaeology illuminates our understanding of ancient island and coastal societies.

COURSE REQUIREMENTS

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<tr>
<th>Undergraduates</th>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
<td>10</td>
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<tr>
<td>Participation</td>
<td>20</td>
<td>10</td>
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<tr>
<td>Article Critique</td>
<td>20</td>
<td>10</td>
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<td>Article Comparison Assignment</td>
<td>20</td>
<td>10</td>
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<td>Shell Midden Assignment</td>
<td>20</td>
<td>10</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td><strong>200 total points</strong></td>
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<th>Graduates</th>
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<tr>
<td>Attendance</td>
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<td>Overall Participation</td>
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<td>Article Comparison Assignment</td>
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<td>Annotated Bibliography</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td><strong>250 total points</strong></td>
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Grading Policy

The correlation between points and letter grades is:

A+ 97-100  B+  87-89  C+  77-79  D+  67-69  F  59 and below
A  93-96   B  83-86   C  73-76   D  63-66
A- 90-92   B-  80-82  C-  70-72  D-  60-62
**Expected levels of performance:**

A+: Performance significantly exceeds all requirements and expectations required for an A grade. Few, if any, students receive this grade.

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

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

C: Performance meets all course requirements; demonstrates adequate understanding of course content.

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

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

**Weekly readings** – As a dual level course with both undergraduate and graduates, the course’s success depends on the participation of all students enrolled, with graduate students expected to play leadership roles. Discussion is based on knowledge from assigned reading materials. **You are responsible for reading the assigned articles before class each week.** Links to the readings will be posted on Canvas and/or emailed.

Apart from lecture, the major activities of the class will include reading, discussion of the readings, article critiques, assignments, and final research papers. **Assigned readings should be completed before class begins.** In a typical week, we will have lecture during the first class meeting, with more of a seminar-style discussion of the readings and lecture material during the second day.

**assignments**

**Article Critiques** – In addition to assigned readings, you are required to read and critique two (2) peer reviewed journal articles relating to class topics. One of these articles must be from outside the class reading list, the other one involves a comparative critique of two assigned articles (Raymond vs. Quilter & Stocker). For these assignments you should provide a summary of the paper's content and assess its scholarly merit. For example, did the author/s answer the questions they set out to address? Were the methods and/or theoretical perspectives truly applicable to the study at hand? Was enough background information given to contextualize the research? The first article critique should be 1.5-2 page (typed, single-spaced) summaries and critiques of an article of your choice. If you are unsure if a particular article is applicable, please ask. For the second assignment summarize the arguments presented by Raymond (1981) and Quilter and Stocker (1983), then compare and contrast the theories, perspectives, and evidence they present. Form your own opinion and interpretation based on the given data – there is no “right” or “wrong” answer, argue your point clearly and well and back it up with data. This assignment should be 2-3 pages long (typed, single-spaced) not counting references.

**Shell Midden Assignment - Deciphering a Shell Midden: Ecological and Cultural Changes at Daisy Cave.**
For this assignment, you will review a set of real data to examine the effects that natural and cultural processes have had on an archaeological site. Data tables, stratigraphic profiles, and radiocarbon ($^{14}$C) dates will be posted on Canvas for you to access.

**Graduate Students Only** – Graduate students are also required to meet weekly with the senior instructor and will be expected to do additional readings assigned during these meetings. Graduate students are also required to submit an
Annotated Bibliography of all the articles/chapters assigned for this class. They may turn this in at the end of the term.

**Final Research Paper** – a research paper on a relevant subject of your choice will comprise 40 percent of your grade. The topic must be pre-approved by sending us an email along with a selection of 3-5 suitable references you believe will be useful. See last page of syllabus for information related to the paper.

**POLICY ISSUES**

**Missed Assignments/Quizzes etc…**
There will be no makeup of missed exams and assignments except as defined by official UO policy on excused absences. Anticipated absences must be cleared with the instructor before missing class. Emergency absences consist of illness, injury, or serious illness or death in the family. Late Assignments (anything turned in after the assigned due date without pre-approved permission) will be graded for 75% credit if turned in up to one week late, and 50% credit if turned in beyond one week late.

**Cheating and Academic Dishonesty**
Assignments in this class are intended to assess your individual knowledge and understanding of the subject material addressed in this class. 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 about what constitutes academic integrity, please see the Code of Student Conduct at: uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx

**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

**Open Learning Environment**
The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. The UO actively promotes the right of all individuals to equal opportunity in education and employment 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/AAEO%20Booklet%20Color.pdf

**Accessible Education**
The UO is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Please see the following link for more information: http://aec.uoregon.edu/

**University Career Center**
The UO Career Center, part of the Division of Student Affairs, provides career and job search services and resources to UO students and alumni. They can help you develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge you to fulfill your potential. They will serve as your advocate as you pursue an inspired and fulfilling future. The Career Center has offices in Hendricks Hall on the UO campus and in the White Stag Block in Portland. Please see the following link for more information: http://career.uoregon.edu/
COURSE OUTLINE

Week 1: **Introduction: Coastal Environments and Archaeology** (9/25 & 27)


Week 2: **Aquatic Productivity: Gardens of Eden or Gates of Hell?** (10/2 & 4)


Week 3: **Human Origins and Aquatic Resources** (10/9 & 11)


1st Article Critique due (10/11)

Week 4: **Africa to Asia: The Southern Dispersal Route/Mangrove Highway Hypothesis** (10/16 & 18)


**Week 5:** **Sunda to Sahul: Island Southeast Asia and Australia** (10/23 & 25)


**Week 6:** **Brave New Worlds: Seafaring and the Peopling of the Americas** (10/30 & 11/1)


**Assigned Comparison:** Raymond vs. Quilter & Stocker Articles due (11/1)

**Week 7:** **The Caribbean** (11/6 & 8)


**Week 8:** **Peopling the Remote Pacific** (11/13 & 15)


Anderson. 2001. No Meat on that Beautiful Shore: The Prehistoric Abandonment of Subtropical


**Shell Midden Assignment due (11/15)**

**Week 9:** Archaeology & Historical Ecology: Human Impacts on Ancient Islands (11/20 & 22)


**Week 10:** Linking the Past, Present, and Future (11/27 & 29)


**Final Research Papers due (last day of class)**

Final Exam: None
RESEARCH PAPER GUIDELINES

A major requirement for this class is to research a specific topic approved by your instructor. The requirements for this project are listed below:

I. Write a paper on a specified topic. The paper should be 12-15 pages for undergraduates and 15-18 pages for graduate students, typed, double-spaced, with 1” margins on all sides, in Times New Roman 12 pt font.

II. Generally organize your paper into the following sections:

a. Introduction - What is your topic? Why is it interesting? What is the relevance of your topic to understanding seacoasts in prehistory?

b. Background - What does your research focus on? What kind of work has been done previously?

c. Body of Paper - Explain the significance of the research. Discuss the evidence.

d. Discussion - Why is this research important? What are the implications for research within and outside of anthropology/archaeology?

e. Conclusions - Reiterate why this topic is interesting and relevant. Summarize your findings.

f. References Cited - list all of your references – be consistent in how you format them! (Note: there is no required bibliographic formatting style).

III. You must include at least 10 references for your paper. Three of these can be from readings in class. References must be from reputable sources (i.e., peer reviewed journals and books) – No Internet sources or public/mass media sources are acceptable (e.g., National Geographic, newspaper, web pages).

IV. You must include at least three figures. One of these should be a map that shows the location(s) of your research area. Other figures might include an illustration or photograph of an artifact, archaeological site, or additional maps.