

Term Information

Effective Term Spring 2023
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To incorporate this course in the TCT theme.

What is the rationale for the proposed change(s)?

The course fulfills TCT ELOs.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3452
Course Title	Archaeology of the Pacific Islands
Transcript Abbreviation	Archy Pacific Isln
Course Description	Introduces the prehistory of the Pacific Islands from an archaeological perspective. It emphasizes voyaging, colonization, and the emergence of cultural complexity.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 452.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0301

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- A student that completes this course should come away with a well-rounded understanding of the cultures of the Pacific Islands, their prehistory, and also the ability to critically examine the hypotheses that have founded that prehistory.

[Previous Value](#)

Content Topic List

- Prehistory
- Polynesia
- Micronesia
- Colonization
- Biogeography
- Oceania
- Linguistics
- Solomon Islands
- Fiji
- Social complexity
- Hawaii
- Exchange voyaging

Sought Concurrence

No

Attachments

- 3452_archy_pacific_islands_2022.docx: Syllabus
(Syllabus. Owner: Guatelli-Steinberg, Debra)
- TRADITIONS CULTURES TRANSFORMATIONS THEME COURSE PROPOSAL DOC_anthropology_3452.docx:
Theme Submission Questions
(Other Supporting Documentation. Owner: Guatelli-Steinberg, Debra)
- 3452_archy_pacific_islands_2022.pdf: Revised Syllabus
(Syllabus. Owner: Guatelli-Steinberg, Debra)
- submission-traditions_Anth3452.pdf: Submission Questions
(Other Supporting Documentation. Owner: Guatelli-Steinberg, Debra)
- coverletter_Anth3452_jfield_TCT_GEtheme.docx: Cover letter
(Cover Letter. Owner: Guatelli-Steinberg, Debra)

Comments

- Att'd are requested revisions for Anth 3452. Thank you! *(by Guatelli-Steinberg, Debra on 10/04/2022 12:22 PM)*
- Please see Panel feedback email sent 09/06/2022. *(by Hilty, Michael on 09/06/2022 01:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Guatelli-Steinberg, Debra	06/10/2022 10:58 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	06/10/2022 10:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/23/2022 01:01 PM	College Approval
Revision Requested	Hilty, Michael	09/06/2022 01:31 PM	ASCCAO Approval
Submitted	Guatelli-Steinberg, Debra	10/04/2022 12:22 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	10/04/2022 12:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/04/2022 12:57 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/04/2022 12:57 PM	ASCCAO Approval

October 3rd, 2022

Themes 2 Panel of the ASC Curriculum Committee
Dear Colleagues,

This cover letter serves as a synopsis of the changes made to materials submitted for Anthropology 3452: Archaeology of the Pacific Islands, which I put forward for inclusion in the Traditions, Cultures, and Transformations GE Theme. Included with this cover letter is an updated syllabus and an updated GE Theme course submission worksheet for Traditions, Cultures, & Transformations. Please note that the worksheet did not allow me to alter the size of the text boxes, and as a result the included information is of variable font size.

Anthropology 3452 was unanimously approved with four contingencies and four recommendations. These are listed below; changes made are written in **bold**:

- *Contingency:* The reviewing faculty kindly request that a full bibliography of course readings be provided within the course syllabus. This will allow the reviewing faculty to assess whether this course meets the criteria to be an advanced study course within the Theme category. **Bibliography has been included on pages 8-9 of the syllabus.**
- *Contingency:* The reviewing faculty kindly request that the General Education Goals and ELOs be provided in the course syllabus in the format that they appear on the ASC Curriculum and Assessment Services website, as found here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>. While they recognize that the Goals and ELOs appear to be on pages 1 and 2 of the course syllabus, they appear to be customized for the course content. **The GE Goals and ELOS were copied from the provided website and pasted onto the syllabus on pages 1-2.**
- *Contingency:* In the GE submission form, ELO 1.2 does not appear to be answered. Please provide an answer to how this course will fulfill GE ELO 1.2 utilizing the most up-to-date GE submission forms, which can be found on the Office of Academic Affairs website at: <https://oaa.osu.edu/ge-course-submission>. **The most up-to-date GE submission form was used and this part of the form was answered. Please see the attached form.**
- *Contingency:* The reviewing faculty ask that a cover letter be provided that details all changes made as a result of the Panel's feedback. **That is what this letter is.**
- *Recommendation:* The reviewing faculty kindly recommend, on page 3 of the course syllabus, under the Title IX section, that this language be updated, as Kellie Brennan is no longer the Title IX coordinator. The most up-to-date language can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/curriculum/syllabus-elements>. **New text was copied from the website and pasted on the syllabus on page 3.**



THE OHIO STATE UNIVERSITY

- Recommendation: The reviewing faculty kindly recommend, on page 3 of the course syllabus, under the “Course Materials” section, to provide students with information on where the required texts can be purchased or viewed.

Text on page 4 has been updated and includes a link to the OSU bookstore.

- Recommendation: The reviewing faculty recommend, on page 4 of the course syllabus, under the “Grades” section, to remove the statement that “Final grades are based on the OSU standardized distribution...” and to provide a full grading scale for students. The Ohio State University does not have a standardized grading scale and instructors/faculty are free to utilize a grading scale that best suits the needs of their course.

Text on page 4 has been removed and replaced with a grading scale.

- Recommendation: The reviewing faculty kindly recommend, on page 5 of the course syllabus, updating the link to the Board of Trustees website that provides information on how students can expect their work to be graded. The link in the current syllabus is broken and no longer links to the appropriate page.

Text on page 5-6 has been updated and a new link to the Board of Trustees website has been pasted in.

If you have any please feel free to contact me (field.59@osu.edu).

Kind regards,

Dr. Julie Field
Department of Anthropology
The Ohio State University

Included: syllabus (PDF 3452_archy_pacificislands_2022)
updated GE Theme course submission worksheet for Traditions, Cultures, & Transformations
(PDF submission-traditions_anth3452)

THE OHIO STATE UNIVERSITY
ANTHROPOLOGY 3452
Archaeology of the Pacific Islands
Autumn 2022
M/W/F 10:20-11:15 am

Instructor: Dr. Julie S. Field

Office: 4056 Smith Laboratory

Office Hours: by appointment only (due to limitations on the number of people I can have in my tiny office)

Phone: 614 292 6233

E-mail: field.59@osu.edu

Course Description

This course offers an intensive introduction to the anthropology and archaeology of the Pacific Islands (Polynesia, Melanesia, and Micronesia). The course will begin with discussions of the origins and diversity of Pacific Island populations from over 40,000 years ago to late prehistoric times. It will incorporate recent research from the Pacific to examine several controversial and unresolved issues involving exploration, colonization, ecological change, human-environmental interaction, climate change/sea level change, and the interaction of prehistoric island populations. In the process of discussing several hypotheses relating to general Pacific prehistory, the course will also provide for discussions of method and theory in the region, including studies of ceramics, lithics, and complex artifacts of bone, feather, and shell.

Course Goals and Expected Learning Outcomes

This course fills the requirement for the GE Theme: Traditions, Cultures, and Transformations. This theme has the following goals and expected learning outcomes:

Goals

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292- 5766. CCS is located on the 4th Floor of

the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Course Format and Requirements

The material for this course will include lectures, readings, discussion, and videos. **Students are expected to attend class in person, as the majority of the course material will be presented,**

discussed, and reviewed in class. I will not be able to record or livestream this course. Students are expected to have read the readings for each week's class, and be able to discuss some of the issues raised in class lecture and discussion.

Course Materials

The course text is Kirch's, *On the Road of the Winds (2017)*, Revised and Expanded Edition, University of California Press. The course text can be purchased at the OSU Book Store <https://ohiostate.bncollege.com/> as both a paper and digital edition. Additional course materials include a **collection of PDF articles that are posted on Carmen**. Other materials such as videos and websites will be listed on Carmen after being reviewed in class. Articles and books listed in the course bibliography can be used for the written assignments (described below).

Assignments and Assessment

Course performance will be assessed via upon a **Pacific Islands geography exam, two short written assignments, ten in-class quizzes, two mid-term exams and a final exam**. The quizzes and exams will be multiple choice/short answer/ form. A study guide will be available one week prior to the exams. Hand-outs that explain the written assignments will be handed out in the 2nd week of the semester. **The written assignments must be uploaded as digital documents to the Carmen drop-box for the course. They must be either Word doc. or docx. files, or PDFs.**

Policies

There will be no make-up exams or quizzes provided unless **you are ill, have National Guard duty, an OSU team or organization meets/event, or care for an ill child or parent**. You need to contact me within 24 hours of the missed exam/quiz date and time to let me know of your illness/event. **If you have a religious holiday (or think you may have one coming up) that conflicts with the exam/quiz date/time, you will need to arrange for a make-up exam/quiz at least 1 week in advance of the exam date/time.**

Quiz dates are listed on the syllabus, and will begin at the start of class. You will need access to Carmen (either with your phone, tablet, or laptop) to take the quiz. The time allotted for the quizzes is 10 minutes. If you arrive late but still during quiz time you may take the quiz. If you arrive after quiz time, you have missed the quiz.

Assignments are due to the Carmen dropbox before the start of class on the day listed on the syllabus. Late assignments will only be excused for reasons described above. However, **you can turn assignments in late, but points will be deducted for every 24 hours after the due date.** Students who will be attending a field school, job interview, or other summer program that conflicts with the final exam must provide documentation and make prior arrangements with the instructor by the third week of the quarter. Otherwise, there are no reschedules allowed.

Grades

Final grades for the course are determined via the percentage of points earned out of a total of 400. The following scale will be followed: A (93-100%); A- (90-92%); B+ (87-89%); B (83-86%); B- (80-82%); C+ (77-79%); C (73-76%); C- (70-72%); D+ (67-69%); D (60-66%); and E (Below 59%).

Pacific Islands Geography Exam 40
Writing Assignment 1 50

Writing Assignment 2	50
Quiz 1	12.5
Quiz 2	12.5
Quiz 3	12.5
Quiz 4	12.5
Quiz 5	12.5
Quiz 6	12.5
Quiz 7	12.5
Quiz 8	12.5
Quiz 9	12.5
Quiz 10	12.5
Mid-Term #1:	45
Mid-Term #2:	45
Final Exam:	45
Total:	400

Grading

Your grades for course assignments will be calculated within 10 days after the due date/exam or quiz date. If you have questions about an assignment's grade or wish to have it re-graded, **you must make that request within one week of the grade posting. I will not issue new grades for assignments after this date.** Please note that my grading rubric for this course follows the University's criteria (see below). **There is no 'rounding up' of the final grade for this course, no matter how close it is to a higher grade.**

This is Ohio State University's policy on grades, as specified on the Board of Trustees website ("3335-8-21 Marks" <https://trustees.osu.edu/bylaws-and-rules/3335-8>):

- (A) "A," "A-" The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be in this range of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
- (B) "B+," "B," "B-" The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be in this range of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
- (C) "C+," "C," "C-" The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be in this range of average quality based upon a comparison with other students in the course, and/or students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.
- (D) "D+," "D" The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be in this range

of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

(E) "E" The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark "E" has been received can be obtained only by repeating and passing the course in class (see rules 3335-8-23 to 3335-8-28 of the Administrative Code).

Course Schedule and Required Readings

Week	Date	Topic	Assigned Readings
1	1/10 (M)	Introduction to course Pre-test	
1	1/12 (W)	Oceanic Cultures, Decolonizing Archaeology	
1	1/14 (F)	Biogeography of the Pacific Islands Quiz 1	Kirch 2017 (Intro and Chs. 1-2)
2	1/17	MLK Holiday: NO CLASS	
2	1/19 (W)	Oceanic Archaeology	Kirch 2017 (Intro and Chs. 1-2)
2	1/21 (F)	Voyaging issues	Finney and Low 2007
3	1/24 (M)	Voyaging issues/Sunda and Sahul P. Islands Geog. Exam	Kirch 2017 (Ch. 3)
3	1/26 (W)	Sunda and Sahul	Kirch 2017 (Ch. 3)
3	1/28 (F)	Lapita Quiz 2	Kirch 2017 (Ch. 4)
4	1/31 (M)	Biodiversity of Pacific Islanders	Mattisoo-Smith 2015
4	2/2 (W)	Solomon Islands	Kirch 2017 (Ch. 5)
4	2/4 (F)	Vanuatu Quiz 3	Kirch 2017 (Ch. 5)
5	2/7 (M)	New Caledonia	Kirch 2017 (Ch. 5)
5	2/9 (W)	West Polynesia	Kirch 2017 (Ch. 5)
5	2/11 (F)	Fiji Written Assignment 1 Due Quiz 4	Field 2004
6	2/14 (M)	Palau, Marianas	Kirch 2017 (Ch. 6); Horrocks et al. 2015 Study guide handed out
6	2/16 (W)	Kosrae, Pohnpei	Kirch 2017 (Ch. 6);
6	2/18 (F)	Remote atoll prehistory	Kirch 2017 (Ch. 6);

7	2/21 (M)	Mid-Term Exam I	
7	2/23 (W)	Tongan Prehistory	Kirch 2017 (Ch. 7) Burley 1998
7	2/25 (F)	Samoa Prehistory	Kirch 2017 (Ch. 7)
8	2/28 (M)	Pacific agriculture and Transported landscapes Quiz 5	Allen et al. 2001; Horrocks et al. 2008
8	3/2 (W)	Pacific Commensals	
8	3/4 (F)	Colonization	Wilmshurst et al., 2010
9	3/7 (M)	Central Polynesian Prehistory Quiz 6	Irwin 1992 (Ch. 9) Kirch 2017 (Ch. 8)
9	3/9 (W)	East Polynesian Prehistory	Allen 2010 Kirch 2017 (Ch. 8)
9	3/11 (F)	Polynesian Outliers	Kirch 2017 (Ch. 8)
10	3/14 (M)	Spring Break: NO CLASS	
10	3/16 (W)	Spring Break: NO CLASS	
10	3/18 (F)	Spring Break: NO CLASS	
11	3/21 (M)	Hawai'i Quiz 7	Kirch 2017 (Ch. 8) Kirch 1990
11	3/23 (W)	Rapa Nui	Hunt 2007
11	3/25 (F)	Aotearoa	Kirch 2017 (Ch. 8)
12	3/28 (M)	Mid Term Exam II	
12	3/30 (W)	No class, instructor at conference	
12	4/1 (F)	No class, instructor at conference	
13	4/4 (M)	Evolution of social complexity- Chieftdoms	Kirch 2017 (Ch. 8)
13	4/6 (W)	Long-distance interaction Quiz 8	Neich 2007
13	4/8 (F)	Voyaging histories Written Assignment 2 Due	
14	4/11 (M)	Changing environments and societies	Kirch 2017 (Ch. 9)
14	4/13 (W)	Anthropogenic change/demographic transitions Quiz 9	Kirch 2017 (Ch. 9) Lentfer 2010
14	4/15 (F)	Contact/ Invasive species	Rallu 2007
15	4/18 (M)	Historic period (18 th century)	Bayman and Dye 2013 Study guide handed out
15	4/20 (W)	Contemporary politics/world Quiz 10	
15	4/22 (F)	Indigenous archaeology Post Test	Lefale 2010; Kikiloi 2010

16	4/25 (M)	Final Exam	
----	----------	------------	--

Course Bibliography

Allen, M. S., Matisoo-Smith, E., Horsburgh, A. 2001. Pacific 'Babes': Issues in the origins and dispersal of pacific pigs and the potential of mitochondrial DNA analysis. *International Journal of Osteoarchaeology* 11:4-13.

Allen, M. S., 2010. Oscillating climate and socio-political process: the case of the Marquesan chiefdom, Polynesia. *Antiquity* 84:86-102.

Bayman, J. M., Dye, T. S. 2013. Western contact and colonialism. In, *Hawaii's past in a world of islands*, pp. 2-8. Society for American Archaeology Press.

Burley, D. 1998. Tongan archaeology and the Tongan past. *Journal of World Prehistory* 12(3):337-392.

Field, J. S. 2004. Environmental and climatic considerations: a hypothesis for conflict and the emergence of social complexity in Fijian prehistory. *Journal of Anthropological Archaeology* 23:79-99.

Finney, B. 2001. I: Traditional navigation. In, *Vaka Moana: Voyages of the Ancestors*, edited by K. Howe, pp. 156-197. University of Hawaii Press, Honolulu.

Horrocks, M., Peterson, J., Carson, M. T. 2015. Pollen, starch, and biosilicate analysis of archaeological deposits on Guam and Saipan, Mariana Islands, Northwest Pacific: Evidence for Chamorro Subsistence Crops and Marine Resources. *Journal of Island and Coastal Archaeology* 10:97-110.

Horrocks, M., Bulmer, S., Gardner, R. O. 2008. Plant microfossils in prehistoric archaeological deposits from Yuku rock shelter, Western Highlands, Papua New Guinea. *Journal of Archaeological Science* 35:290-301.

Hunt, T. L., 2007. Rethinking Easter Island's ecological catastrophe. *Journal of Archaeological Science* 34:485-502.

Irwin, G. 1992. Voyaging after colonization and the study of culture change. In, *The Prehistoric Exploration and Colonisation of the Pacific*, by G. Irwin, pp. 175-204. University of Auckland, Auckland.

Kikiloi, K., 2010. Rebirth of an archipelago: sustaining a Hawaiian cultural identity for people and homeland. In, *Hulili: Multidisciplinary Research on Hawaiian Well-Being* Vol. 6, pp. 73-115. Kamehameha Schools Press.

Kirch, P. V. 1990. The evolution of sociopolitical complexity in prehistoric Hawaii: An Assessment of the archaeological evidence. *Journal of World Prehistory* 4(3):311-345.

Kirch, P. V. 2017. *On the Road of the Winds*. Revised and Expanded Edition. University of California Press.

Lefale, P. F. 2010. Ua 'afa le aso Stormy weather today: traditional ecological knowledge of weather and climate. The Samoa experience. *Climate Change* 100:317-335.

Lentfer, C., Pavlides, C., Specht, J. 2010. Natural and human impacts in a 35,000 year vegetation history in central New Britain, Papua New Guinea. *Quaternary Science Reviews* 29:3750-3767.

Mattisoo-Smith, E. 2015. Ancient DNA and the human settlement of the Pacific: A review. *Journal of Human Evolution* 79:93-104.

Neich, R. 2007. Voyaging after the exploration period. In, *Vaka Moana: Voyages of the Ancestors*, edited by K. Howe, pp. 200-240. University of Hawaii Press, Honolulu.

Rallu, J-L. 2007. Pre- and post-contact population in island Polynesia. In, *The Growth and Collapse of Pacific Island Societies*, edited by J. Rallu, p. 16-34. University of Hawaii Press.

Wilmshurst, J. M., Hunt, T. L., Lipo, C. P., Anderson, A. J. 2010. High-precision radiocarbon dating shows recent and rapid initial human colonization of east Polynesia. *Proceedings of the National Academy of Sciences*. DOI 10.1073.

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
---------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	
ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.	
ELO 3.3 Examine the interactions among dominant and sub-cultures.	
ELO 3.4 Explore changes and continuities over time within a culture or society.	
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues	