

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
<i>Previous Value</i>	<i>Columbus</i>

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)

Comments

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
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/23/2022 01:01 PM	ASCCAO Approval

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

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. More broadly, students who complete this course will be able to do the following:

1. Apply critical thinking to understand the processes of voyaging and colonization that have shaped much of human history
2. Be able to identify, describe, and synthesize the connection between the prehistory of islands and modern cultures
3. Self-direct themselves to research a topic pertaining to Pacific Island cultural traditions or prehistory

Expected Learning Outcomes

- A student in this course will build skills needed to engage in critical and logical thinking about cultural processes in past and present human societies.
- Students will be able to identify, describe, and synthesize topics in Pacific Island's prehistory and biogeography
- Students will self-direct their own learning via the research of a topic pertaining to Pacific Island archaeology or anthropology
- Students will build knowledge and understanding of the antiquity of the conceptualization of *mana* (chiefly and spiritual power) and its modern manifestations in social structure, politics, and colonization/decolonization.

- Students will analyze the evolution and persistence of voyaging technology (long-distance outrigger canoes and navigation) and the process of island colonization and subsequent interaction in the remote Pacific.
- Students will investigate the prehistoric archaeological cultures of the Pacific Islands, and how the melding of the ancient populations from Papua New Guinea and Southeast Asia generated unique Oceanic cultural traditions.
- Students will analyze the archaeological evidence for island biogeographical transformation following human discovery and colonization.
- Students will read and critically evaluate archaeological scholarship that describes the initial colonization of Pacific Islands by the ancestral Lapita culture, and the transition from coastal marine foraging to farming.
- Students will recognize and explain the differences between the core ancestral cultures of modern Pacific Islanders—the Austronesian language speakers of Southeast Asia, and the Papuan language speakers of Papua New Guinea.
- Students will engage with modern scholarship and commentary on the critique of colonialism in modern Pacific Islander nations, with a particular focus on dismantling of the colonialist and racist concepts of Polynesia, Micronesia, Melanesia.

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, Kellie Brennan, 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, and 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, a single short writing assignment, an in-class presentation (or recorded video) 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. Instructions for the Writing Assignment are listed on Carmen and will be discussed in class. **The writing assignment 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.

The Writing Assignment is 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 are based on the OSU standardized distribution using the total number of points available for the course (400).

Pacific Islands Geography Exam	40
Writing Assignment+ presentation	100
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 ("Marks" <http://trustees.osu.edu/rules8/ru8-21.php>):

- A--demonstrated mastery of *all* important concepts and *all* minor ones.
- B--demonstrated mastery of *all* important concepts and *most* minor ones.
- C--demonstrated mastery of *most* important concepts and *few* minor ones.
- D--*generally failed to demonstrate* mastery of most important concepts.
- E--*failed to demonstrate any mastery* of important concepts.

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 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- Chiefdoms	Kirch 2017 (Ch. 8)
13	4/6 (W)	Long-distance interaction Quiz 8	Neich 2007
13	4/8 (F)	Voyaging histories Writing Assignment 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	

GE Theme course submission documents

Anthropology 3452: Archaeology of the Pacific Islands

Goals and ELOs shared by *all* Themes

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.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. 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.

ELO 1.1 Engage in critical and logical thinking.	<p><i>This course will build skills needed to engage in critical and logical thinking about cultural processes in past and present human societies</i></p> <ul style="list-style-type: none">• <i>Weekly readings which require the students to evaluate and synthesize scholarship on archaeological evidence for cultural practices</i>• <i>Engagement in class-based discussion of modern ethnographic context that require the use of anthropological theory to evaluate observed processes and developments</i>• <i>Short-answer components of exams allow students to demonstrate the cultural and evolutionary connections between modern cultural developments and local prehistoric sequences and biogeographical variation</i>
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p><i>Students engage in advanced exploration of each module topic in Pacific Islands prehistory using readings, lecture/discussion, a Geography Exam, weekly quizzes, and three comprehensive exams.</i></p> <p><u>Readings</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also read one peer-reviewed article per week that is a critical to understanding the topic.</i></p> <p><u>Lecture/Discussion</u> <i>The 15 course modules have 3 weekly lectures/discussions that are devoted to the topic. Lectures include ethnographic videos and a hands-on</i></p>

	<p><i>introduction to material culture from the Pacific Islands. Discussion topics are introduced during instruction.</i></p> <p><u><i>Geography Exam</i></u> <i>The Pacific Islands Geography Exam requires the identification and labeling of the location of island groups, individual islands, biogeographical regions, and colonization events.</i></p> <p><u><i>Weekly Quizzes</i></u> <i>Completion of weekly quizzes require students to demonstrate comprehension of the course readings, lectures, and discussions.</i></p> <p><u><i>Comprehensive Exams</i></u> <i>The completion of 3 exams require students to demonstrate comprehension of the course readings, lectures, and materials, and also accurately identify prehistoric sequences and cultural developments particular to the Pacific Islands.</i></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><i>Students will conduct research on a specific topic relating to Pacific Islands culture or archaeology not already discussed in depth in class. Students will submit 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 5-minute oral and visual presentation.</i></p> <p><i>Some examples of research topics:</i></p> <ul style="list-style-type: none"> • <i>Polynesian voyaging technology in prehistory</i> • <i>Bioarchaeological analysis of mortuary traditions</i> • <i>Prehistoric evidence for tattooing</i> • <i>Modern and ancient Hula and Ori traditions of East Polynesia</i> • <i>Maori warfare and the modern Haka in rugby</i> • <i>Lapita pottery designs and cultural continuity in modern bark cloth</i>

Goals and ELOs of “Traditions, Cultures, and Transformations”

GOAL 1: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 2: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

<p>ELO 1.1 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.</p>	<p><i>Students will build knowledge and understanding of the antiquity of the conceptualization of mana (chiefly and spiritual power) and its modern manifestations in social structure, politics, and colonization/decolonization.</i></p> <p><i>Students will utilize course readings, lecture, ethnographic videos, and discussions to explore the concept of mana and its manifestation prehistoric and</i></p>
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	<p><i>modern contexts. Surviving monarchies, such as Tonga, will be explored as endpoints in that trajectory.</i></p> <p><i>Students will explore and discuss the influence of chiefly power in modern societies in the short answer portions of exams and quizzes.</i></p>
<p>ELO 1.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p><i>Students will analyze the evolution and persistence of voyaging technology (long-distance outrigger canoes and navigation) and the process of island colonization and subsequent interaction in the remote Pacific.</i></p> <p><i>Using course readings, lecture, and short answer questions in exams, students will assess how canoe construction, navigation via stars, wind, and currents generated a process of voyaging and island colonization that had pronounced historical trajectories in terms of prehistory, later interaction, and the rise of later social complexity. Discussion will also explore shared social, cultural, and linguistic heritage in Pacific Islander societies as a product of voyaging/island colonization success, and particular trends will be evaluated using the known archaeological evidence for the chronology of colonization.</i></p>
<p>ELO 1.3 Examine the interactions among dominant and sub-cultures.</p>	<p><i>Students will investigate the prehistoric archaeological cultures of the Pacific Islands, and how the melding of the ancient populations from Papua New Guinea and Southeast Asia generated unique Oceanic cultural traditions.</i></p> <p><i>Using archaeological evidence and cultural anthropology, students will explore the prehistory of each major archipelago in the Pacific, included Papua New Guinea and the Bismarcks, the Solomon Islands, Vanuatu, New Caledonia, Fiji, Tonga, Samoa, the Society Islands, Tuamotu Islands, Rapa Nui, Hawaiian Islands, and New Zealand. Shared cultural traditions that are indicative of prehistoric interaction between dominant and remote island communities will be explored and evaluated. Class lecture, discussion, and exams will focus student attention on evidence and outcomes for interaction in prehistory, and historic relationships between distant communities.</i></p>
<p>ELO 1.4 Explore changes and continuities over time within a culture or society.</p>	<p><i>Students will analyze the archaeological evidence for island biogeographical transformation following human discovery and colonization.</i></p>

	<p><i>Students will read and critically evaluate archaeological scholarship that describes the initial colonization of Pacific Islands by the ancestral Lapita culture, and the transition from coastal marine foraging to farming. Lecture and discussion will focus on the transfer of agricultural plants, such as taro, yam, and banana, and technologies such as raised beds, mulching, and irrigation to islands.</i></p> <p><i>Readings and lectures will engage students with broad processes of island transformation, including the loss of biodiversity in birds and plants following colonization, and the effects of fire and deforestation on island biogeography. Broad patterns of demographic change related to the transition of diets from foraging to farming will be evaluated in tandem with evidence for conflict, fortifications, and monuments indicative of chiefly influence. Island pairs, such as Fiji and Hawaii, will be compared by students as a means of exploring change and continuity over time.</i></p>
<p>ELO 2.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p><i>Students will recognize and explain the differences between the core ancestral cultures of modern Pacific Islanders—the Austronesian language speakers of Southeast Asia, and the Papuan language speakers of Papua New Guinea. Through ethnographic video, lecture, linguistic data, and reading, students will be able to recognize ‘Papuan’ cultural components vs. ‘Austronesian’ cultural components, and to explain how the differences between them have produced modern cultures that share commonalities in social structure, in particular the influence of ‘big men’ vs. ‘chiefs’.</i></p> <p><i>Archaeological data and ethnography will provide students with an avenue for exploring the prehistory of these cultures and related traditions, such as land tenure, succession of chiefly title, and community activities such as display, territorialism, and ancestor worship.</i></p>
<p>ELO 2.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.</p>	<p><i>Students will engage with modern scholarship and commentary on the critique of colonialism in modern Pacific Islander nations, with a particular focus on dismantling of the colonialist and racists concepts of Polynesia, Micronesia, Melanesia.</i></p> <p><i>In readings and in discussion, students will explore the concept of decolonization in the Pacific Islands and examine the impact of colonialism on traditional practices of religion, education, food production, and gender roles. Students will read indigenous scholarship</i></p>

	<p><i>within discussion groups in order to understand the importance of decolonization and indigenous-led demands for reconciliation and reparation, in particular the return of land and sovereignty in US Territories and commonwealth countries.</i></p>
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