Fast Track
General Education Foundations Course Articulation
From a UH Campus to UH Mānoa: INSTRUCTIONS

ANTHROPOLOGY

The University of Hawai‘i Anthropology Faculty Working Group invites your campus to propose that a course articulates to UHM as satisfying 3 credits of the UHM Foundations Global & Multicultural Perspectives (FG) requirement. If the Working Group recommends and the University Council on Articulation (UCA) approves the proposal, students who complete any section of the course in Fall 2003-Summer 2007 with a “D” grade or better will satisfy 3 credits of UHM’s FG requirement if they later transfer to UHM.

This is a one-time, “fast track” process described in the memo that Deane Neubauer, Interim Vice President for Academic Affairs, distributed to all Chancellors on December 24, 2002. As explained in that memo, permanent articulation procedures are to be developed.

If your campus offers a course that is equivalent to a UHM-approved FG course and if you are interested in articulating it as a FG course, please complete a proposal and submit it to the UCA Chair by February 5, 2003. The Working Group will review your proposal and make its recommendation to the UCA on February 15. The Vice President for Academic Affairs will inform you of the final decision by March 3, 2003.

Instructions to propose a course

All proposals must be submitted electronically to vpaa-gened@hawaii.edu by 4:00 p.m., Wednesday, February 5, 2003.

Electronically (MS Word or Adobe Acrobat format) submit the following to vpaa-gened@hawaii.edu:

(A) Completed proposal form (signatures not required on electronic submission) and complete answers to the questions to show how the course meets each of the Hallmarks. The form is available online at www.hawaii.edu/gened/vpaa_articulation.htm.

(B) A master syllabus. (If multiple instructors teach the course and use varying texts and/or assignments, include at least three representative syllabi.)

DEADLINE: 4:00 p.m., Wednesday, February 5, 2003.

After electronically submitting, mail a copy of the completed form with appropriate original signatures, supporting materials, and course syllabus to

Dr. Karl Kim, Chair, University Council on Articulation
University of Hawai‘i at Mānoa
2444 Dole St., Bachman Hall 105
Honolulu, HI 96822-2397
Fast Track
General Education Foundations Course Articulation
From a UH Campus to UH Mānoa: PROPOSAL FORM, ANTHROPOLOGY

Course Information

Course: ANTHROPOLOGY 151           Submitting Campus: Kapi‘olani Community College

Title & Catalog Description:

This is a General Education core course for the Global and Multicultural Perspectives Foundations requirement. In keeping with the goals of this requirement, this course introduces students to human biological evolution and the development of technology, language, and sociopolitical institutions across the world prior to ca. AD 1500. Archaeology and physical anthropology provide a long-term global perspective on the emergence and development of humanity over the last 5 million years. Specific topics include (but are not limited to) the origins of plant and animal domestication, the genesis of cities and urbanism, and the political and ecological consequences of human impact on the natural environment.

UHM Equivalent Course (check one): [Only equivalent courses may be submitted for Fast Track review.]

X ANTH 151 Emerging Humanity, Global & Multicultural Perspectives, Group A
   ANTH 152 Culture & Humanity, Global & Multicultural Perspectives, Group B

Global & Multicultural Perspectives (FG) Hallmarks & Application Questions

Answer the following questions in detail and submit the answers along with this form and at least one course syllabus.

1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?

   The course analyzes the biological and cultural evolution of societies and cultures throughout the world. The perspectives employed in the course are anthropological and archaeological. These perspectives are global and multicultural and all societies and cultures—in all times and all places—are potential subjects of examination during the course. The time period covered by the course is vast and it includes the paleontology of human biological evolution and the archaeology of culture in the world between ca. 5 million years ago and AD 1500.

2. The course offers a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions. Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated?

   Anthropology offers uniquely holistic and cross-cultural perspectives for analyzing the diversity of human societies and their cultural traditions. The emphasis of anthropology and archaeology on cross-cultural comparison ensures that this course recognizes diversity in terms of biological adaptations, economic systems and technology, language, socio-political organization, religion, and ideational worldview. The analyses of these different topics are integrated by highlighting and explaining the differences and similarities among societies. The course will examine both social-scientific and humanistic theoretical approaches to interpreting and explaining human societies.

3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world’s peoples through time. What processes of cross-cultural interaction are examined?

   Because anthropology is a holistic discipline and it emphasizes cross-cultural comparison, this course is exceptionally appropriate for examining processes of cultural interaction and exchange. Examples of processes of cross-cultural interaction that will be examined include (but are not limited to) human
colonization of frontier environments, economic systems of exchange and circulation, and the diffusion and transmission of information and technology. Other topics that are relevant to cross-cultural interaction include urbanism and the emergence of cities.

4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions. What components of Hawaiian, Pacific, and Asian societies and their cultural traditions are included in the course?

Among other things, the course examines the early colonization of the globe by early humans and their later descendants. An important component of the course will focus on the colonization and settlement of the Pacific islands, including the Hawaiian archipelago. Other areas of the Pacific that will be examined include Australia, New Zealand, and Easter Island. Components of Pacific island societies (including Hawaii) that will be examined include (but are not limited to) their subsistence and economic systems, modes of social organization, and their impacts on island environments.

5. The course engages students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions. List the items that students will analyze and briefly explain what perspectives they represent.

The course is heavily focused on the study and analysis of archaeological and paleontological artifacts. The focus on artifacts in this course reflects the utility of archaeology for studying and analyzing societies and cultural traditions that developed prior to the development of writing systems in many parts of the globe. Examples of items that students will analyze are as follows:

1. Paleontological fossils of Primates/Hominoids/Hominids. These items, the preserved osteological materials of ancient (and in some cases, recent) members of our genus and order, are invaluable in helping to reconstruct or describe locomotor, behavioral, and sometime organizational patterns of these taxa. Contextual data (sediments, pollen, etc.) associated with these fossils are often critical in reconstructing environments or landscapes associated with ancestral human populations at different times in the past. These materials are critical for the presentation of empirical evidence linked to competing models of human biological adaptation and evolution over a time frame of at least 5-10 million years (mya).

2. Artifacts. Beginning about 2.5 mya, groups of humans began making and using tools, i.e., artifacts. While humans are no longer the only taxa known to make artifacts, the manufacture of artifacts is one of the key features of human cultural evolution and diversification over this time period. Artifacts include portable items as well as those fixed to the ground (what we usually call features or structures) and many kinds of artifacts are key to understanding the energy transfers between the environment and humans which allowed for various adaptations to virtually every climate and terrestrial landscape represented in the world. Such items are essential for studying and interpreting the diversity of social, economic, political, technological, and ideological systems prior to the development of writing systems (whose earliest dates are no more than 6,000 ya). Understanding the technology of human artifact production can best be achieved experientially, that is, through efforts of students to replicate them in class or observe the replication of various forms of human technology via videos or experts.

3. Eco-facts. A variety of materials that are recovered through excavations and other geophysical techniques inform on climatic conditions and assist in the reconstruction of both plant and animal environments associated with humans in different areas of the world. These items provide the basis for interpreting human ecology—particularly the ecological contexts in which humanity developed and changed. These kinds of information also assist us in understanding the consequences of human behaviors on the natural world at increasingly larger (and potentially more intense) scales of impact. Furthermore, these materials are critical for reconstructing and understanding the consequences of early plant and animal domestication throughout the world and the impact of such practices on other components of human culture (e.g., population size, social complexity).

4. Monumental Architecture. One of the hallmarks of social differentiation within societies and a key attribute for identifying emergent social complexity is the development of monumental architecture. These structures appear and occur in a variety of contexts throughout the world and understanding their distribution and impact on the maintenance of complex social orders is critical for appreciating the human
condition. Much of the fascination with archaeology and early history lies in the discovery and study of ancient monuments and cities.

5. Ethnohistoric texts and oral traditions. These materials, transmitted through writing systems or committed to memory, supplement the study of artifacts and the other materials recovered from the archaeological and paleontological records. Documentary data are often used in anthropological archaeology to develop analogies, add context and finer scales of information, and provide information on aspects of human development that are less easily derived from material culture.

6. The goal of this course is to introduce students to the history of human development in a way that integrates our biological and cultural components and that emphasizes the array of source materials available to anthropologists. Students will see through films and videos how different primates are adapted to their environments and how these adaptations are revealed in their osteology and behavior. Students will also see how anthropologists attempt to identify and compare early human remains and how they derive conclusions from those remains about the evolution of human abilities such as bipedalism, social groupings, language, culturally transmitted learning of behaviors. Students will experiment with the production of different kinds of artifact technology, some of which we rarely utilize today (such as stone tools) and will examine other forms of technology that have come to distinguish and differentiate human populations in different environments. Evolution, whether biological or cultural, takes place within the context of changing environmental conditions and knowing how past environments are identified is a necessary component of this course. The different approaches to reconstructing environments and estimating human interaction with them are increasingly described and discussed on websites throughout the world. Students in this course will learn how to access these sources and evaluate their conclusions relative to the history of human development in different areas of the world. Archaeological videos are now available for almost every part of the world, especially for those places where complex societies arose, where voyaging was necessary in order for humans to colonize new lands, and where ancient monuments still stand today as a record to the accomplishments of our predecessors.

7. Finally, the integration of texts (a kind of artifact) and artifacts (both portable and stationary) are the keys for preparing students to pursue additional study in historical disciplines and/or anthropology. It is also necessary for students to understand the value and limitations of both kinds of historical resources. The tensions between these two forms of information and the disciplines that use them are addressed through student research on aspects of human culture that may be differentially represented by each form of material.

7. In combination, a student’s two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present. Students must take two courses from two different groups. Group A: content primarily before 1500 CE. Group B: content primarily after 1500 CE. Group C: pre-history to present. Explain how your course fits into the Group to which the equivalent UHM course is assigned.

The course will cover the period of human development between ca. 5 million years ago to AD 1500. Another course offered by the Anthropology Department, ANTHROPOLOGY 152, will cover the period between AD 1500 to the present.

**COURSE DESCRIPTION**

This is a General Education core course for the Global and Multicultural Perspectives Foundations requirement. In keeping with the goals of this requirement, this course introduces students to human biological evolution and the development of technology, language, and sociopolitical institutions across the world prior to ca. AD 1500. Archaeology and physical anthropology provide a long-term global perspective on the emergence and development of humanity over the last 5 million years. Specific topics include (but are not limited to) the origins of plant and animal domestication, the genesis of cities and urbanism, and the political and ecological consequences of human impact on the natural environment.

**COURSE FORMAT & REQUIREMENTS**

**Lectures and Text**

Classroom lectures and presentations are an important component of the class, and additional material will be added to the lectures possibly not found in the text. Therefore, it is your responsibility to attend class and take good notes.

**Discussions and Videos**

We will view and discuss segments of various videos during the course. Although some videos will be available for use in the Lama Library, class attendance will be necessary to participate in our discussions.

**Weekend Field Trip and Assignment**

A morning weekend field trip to the Honolulu Zoo will enable students to see how studies of monkeys and apes, our closest non-human primate cousins in the animal kingdom, can be used to understand human evolution and social organization. The field trip is mandatory and the take-home assignment will be completed during this event.

**Disability Access**

Students with disabilities and related access needs are encouraged to contact Nora Furuno in the KCC SSSO office for information and services. Services are confidential and free of charge. Contact SSSO at 734-9552. The SSSO office is located in Ilima 104.
**ANTHROPOLOGY 151**

**COURSE SCHEDULE & REQUIRED READINGS**

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EXAM # 1  September  EXAM # 3  October  EXAM # 2  November

**GRADES:** Each of the 3 exams is worth 50 points (150). Exams are based on your reading, lectures and video programs. Course grades will be determined from your class attendance and participation, the Human Evolution Chart, the Zoo Field Trip assignment, Inventing a Culture and the examinations. Grades will be based on a percentage of 300 possible points. A=90% and above, B= 80-89%, C=70-79%, and D=60-69%.

Please note that grades reflect the following levels of achievement: A=Excellent, B=Good, C=Fair, D=Poor, and F=No Pass.
WRITTEN ASSIGNMENTS: The Human Evolution Chart and Zoo Field Trip Paper are each worth 10 points each. The in-class group project known as Inventing Culture is worth 30 points (50 total). The sum total for all assignments is **300 points**. Example (356-395=A).

**EXTRA CREDIT** up to 10 points may be given for chapter terms and concepts, outside reading (i.e. books, scholarly journal articles, or magazines). Write a short (1-3) page discussion. Extra credit must be turned in **before or on** the day of the exam for that section. This is an excellent way to increase your understanding and may be used to improve your grade. **Attendance is mandatory**, turn off all cell phones and no make-up exams will be given without prior arrangements. I highly recommend that you participate in our class discussions.

Please drop by during office hours if you have questions or would like to discuss the lectures. **My office is OLAPA 122 Ph. 734-9715** [hefner@hawaii.edu](mailto:hefner@hawaii.edu)

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*Required Signatures*

**Requested by**

______________________________

Chair/Director

______________________________

Department/Unit

______________________________

Signature

______________________________

Date

**Approved by**

______________________________

Chief Academic Officer

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Campus

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Signature

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Date

*Submit to vpaa-gened@hawaii.edu by 4:00 p.m., February 5, 2003.*