Instructor: Dr. Nicholas Jew

Email: njew@uoregon.edu

Note: Please contact me if you have a documented disability and anticipate needing accommodation in this course.

Please also request that the Counselor for Students with Disabilities send a letter verifying your disability.

Required textbook:


COURSE DESCRIPTION

This course is designed to provide students with a general overview of the proposed theories involving the peopling of the Americas. We will start with a brief review of anatomically modern human dispersals out of Africa leading to worldwide colonization moving geographically from the Russia Far East into Alaska, Canada, and into lower North and South Americas. Throughout the term we will evaluate the different theoretical migration routes into the Americas by reviewing significant archaeological, geographical, paleoenvironmental, biological, and genetic evidence from ~25,000 years ago to the Early Holocene.

COURSE GOALS

Throughout the course we will be exploring a large amount of data published in scholarly journals, texts, and also critically review documentaries. The goals of this course will be:
- To gain a greater understanding of the dynamic paleoenvironmental and geographic changes that occurred in the last 25,000 years in North America.

- To learn the history of anthropological discourse regarding human migration into the Americas.

- To be able to evaluate archaeological, environmental, biological, and genetic evidence and how it is associated with each of the respective routes into the Americas.

- At the end of the term, students will be familiar with the different migration theories including when, where, and how peoples might have traveled.

**COURSE STRUCTURE**

**Powerpoints:** I have developed powerpoints with short audio commentary to highlight some of the key issues, sites, debates, etc... that we learn from our readings, weblinks, and documentaries. Remember that these powerpoints are supplemental and should not be used as a primary source of information. Online courses are designed for highly motivated students that do not require student instructor interactions. However, I will always be available through email to discuss and help clarify any idea, concepts, or issues that a student may have regarding the materials covered in class.

**Quizzes:** Each quiz is worth 10 points and consists of multiple choices, matching, or fill-in the blank questions. As this is an online course, the quizzes are timed. You will have 30 minutes once the quiz has been opened. Check the weekly lesson plans for due dates. If your quiz crashes, contact me ASAP and I can reset it. You get ONE reset so make sure that you are taking the quiz in a secure online environment.

**Assignments:** Each assignment is worth 10 points. The purpose of these assignments is to get students thinking about the materials presented in each lesson plan. I am looking for engagement with the subject materials, critical thinking skills, and clear writing skills.

*Note: Please do not send assignments as attachments. Cut and paste the directly into the blackboard assignment link.*
**Exams:** There are two essay exams for this class. For both of these tests you will answer two of three questions. Each answer should be between 1-2 pages (single-spaced) and show that you have absorbed the course material. Be sure to use course sources as well as scholarly outside sources. Wikipedia and aboutarchaeology do not count as scholarly sources. If you unsure about a whether a source is ‘scholarly’ or acceptable feel free to email me and I will let you know.

**GRADING POLICY**

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<th>Points</th>
<th>Activity</th>
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<tr>
<td>70</td>
<td>Seven Quizzes (10 points each)</td>
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<tr>
<td>80</td>
<td>Eight Assignments (10 points each)</td>
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<td>50</td>
<td>Midterm</td>
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<td>Final Exam</td>
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<td>Total Possible Points</td>
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**Final Grade Scale**

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<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>B+</td>
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There will be no make-up exams or late work accepted without a documented reason.

**Expected levels of performance:**

A+: Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

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

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

C: Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

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

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

Week One
The history of archaeology, methodology, & classifications
Week One Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Two
Human Migrations: AMHS out of Africa & Worldwide Colonization
Week Two Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Three
Paleolithic connections from Siberia, Beringia, & Alaska
Week Three Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Four
New World Megafauna & Paleoenvironments of North America
Week Four Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Five
Clovis First Model & Ice-Free Corridor Hypothesis
Midterm Essay Exam—due by the end of the week on Friday, 5:00PM

Week Six
Pacific Coastal Migration Hypothesis & Kelp Highways
Week Six Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Seven
Pre-Clovis sites
Week Seven Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Eight
Alternate Proposed Routes / North Atlantic Crossing / Solutrean Hypothesis
Week Eight Quiz and Assignment due by the end of the week on Friday, 5:00PM

Week Nine
Biological and Genetic Evidence of Earliest Peoples
No quiz this week, Week Nine Assignment due by the end of the week on Friday, 5:00PM

Week Ten
Synthesis: Who were the first Americans?
Final Essay Exam—due by Monday of Finals Week 12:00pm
ADDITION INFORMATION AND POLICIES

General Policies

Standard UO policies apply to this course regarding student conduct and ethical use of online materials. For the full policy statement see: http://studentlife.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx

Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu or http://aec.uoregon.edu/students/index.html

Equal Opportunity Compliance Statement

It is the policy of the University of Oregon Board Of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination should contact the Office of Affirmative Action at 541-346-3123

Library Services

The UO Library System web site provides general access to catalogs, resources, listing of services, etc. In addition, off-campus students now have access to library databases through a proxy server. Go to: http://libweb.uoregon.edu/

Additional Web Resources

University of Oregon Home page
Phone: (541) 346-1000
http://www.uoregon.edu/

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

Registrar's Office
Phone:(541) 346-3243
http://registrar.uoregon.edu/
Bookstore
Phone: (541) 346-4331
http://www.uobookstore.com/

Oregon Universities
http://www.ous.edu/dist-learn/orsites.htm

Oregon Community Colleges
http://www.oregon.gov/CCWD/ccdirectory.shtml

Distance Education Directories
http://www.CollegeDegree.com/