COURSE INFORMATION:
Credits: 3
Pre-requisites: None
Co-requisites: None

COURSE DESCRIPTION:
Historical ecology is a research program that explores the interactions between humans and their environment over long-term periods of time. This seminar focuses on how researchers investigate these interactions combining environmental, archaeological, historical, ecological, and geographical data. During this course, we will study and discuss topics such as, human colonization, human disturbance, ecological impact, and the archaeology of the Galápagos Islands.

LEARNING OBJECTIVES SPECIFIC TO THE COURSE:

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Objective</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understand aspects of the history of research in historical ecology and landscape archaeology;</td>
<td>Beginning</td>
</tr>
<tr>
<td>2</td>
<td>Identify aspects of theory that contribute to historical ecology and landscape archaeology;</td>
<td>Middle</td>
</tr>
<tr>
<td>3</td>
<td>Recognize the role of humans in manipulating and altering ecosystems and landscapes through time;</td>
<td>Middle</td>
</tr>
<tr>
<td>4</td>
<td>Identify the material and biological remains of human activities.</td>
<td>Final</td>
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COURSE CONTENT:
- Ecology, paleoecology, anthropology, historical archaeology;
- Landscape and vegetation dynamics;
- Human interactions and social conflict;
- Field and laboratory methods.
METHODOLOGY FOR INTEGRATING THEORETICAL AND PRACTICAL COURSE CONTENT:
The teaching methods used to teach courses at the USFQ, in accordance with a Liberal Arts philosophy, foster dialogue and facilitate building knowledge through a constant exchange of ideas and experiences between professors and students. It is expected in all courses that the theoretical content be linked to professional practice and future work contexts, thereby integrating diverse activities and simulations that foster content comprehension that is contextualized with praxis and reality.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Category</th>
<th># of elements</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Class sessions, discussions, and excursions</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz</td>
<td>2 quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>2 lab assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Oral presentation about selected topic</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Cumulative Exam of classroom material</td>
<td>25%</td>
</tr>
</tbody>
</table>

DESCRIPTION OF EVALUATION INSTANCES:
Participation: Active, informed, and respectful participation in class discussions, small group work, and field excursions;
Quiz: Two quizzes on topics discussed in class and on specific subjects from the readings;
Laboratory Exercises: Two laboratory exercises related to the analysis of archaeological remains from Galápagos;
Oral Presentation: Exposition of a selected research topic, share results, and discuss conclusions;
Final exam: A cumulative exam including all the topics discussed in class.

PRINCIPAL BIBLIOGRAPHY:


POLICIES:
All courses taught at the USFQ follow the USFQ Student Manual which can be downloaded from Manual del Estudiante

ACTIVITY TIMELINE:

**Week 1: Historical ecology, history, anthropology & archaeology**

26 March: Intro

27-28: Lectures, discussion, class exercises, and quiz 1

29 Apr: Field trip: El Progreso Plantation archaeological site

30 Apr: Archaeology of El Progreso Plantation. Lab 1.

Readings:


**Week 2: Ecology, environmental history, and landscape dynamics**

2-3 Apr: Lectures: Environmental Archaeology and human ecology

4 Apr: Documentary, discussion, and Quiz 2
5-6 Apr: Field trip: Floreana Island

Readings:


**Week 3: Human impacts and environmental conflict**

9-10 Apr: Presentations

11 Apr: Laboratory: Material Culture of El Progreso.

12 Apr: Lab 2

13 Apr: Final Exam
Readings:


This syllabus was revised and approved by the academic coordinator of the major, and for this reason all sections of this course should align with this program. In the case that adjustments must be made to this syllabus, it must be submitted to the academic coordinator so that approved changes may be reflected in the Curricular Design system.