

**REPORT ON IRA FUNDED ACTIVITY:  
ANTH 445 FIELD TRIP TO SANTA CRUZ ISLAND  
SPRING 2013**

**INSTRUCTOR: JENNIFER PERRY, ANTHROPOLOGY**

On Saturday, March 2, 2013, I led a one-day IRA-funded field trip to Santa Cruz Island for the students of ANTH 445 (*The Seacoast Through Time*). As discussed on the original IRA application, “students will learn about human activities associated with coastal and marine resources, both in the past and present. Travel to Santa Cruz Island will help students to experience and better understand the challenges associated with travel within coastal and marine environments, as well as the benefits and challenges associated with obtaining and managing coastal resources. Furthermore, this field trip will relate specifically to readings and in-class discussions pertaining to human interactions with the Channel Islands.” I am sincerely grateful that this field trip was funded because, as is evident in the student evaluations, it was an incredibly powerful learning experience for everyone involved.

The course is global in its scope, covering different oceanic and coastal environments and peoples. Dedicated focus on California’s Channel Islands and specifically the Chumash of this region is limited to two weeks of the semester. However, references to the Channel Islands occur throughout the course. The reasons for traveling to eastern Santa Cruz Island were logistical and pedagogical. With a boat ride of only one hour each way, it is logistically feasible to take a one-day field trip with a large group of people and spend multiple hours on the island engaged in educational activities. In addition, there is a solid body of archaeological, ethnographic, and historic information relating to this specific area. In particular, I have been conducting archaeological research and compliance work for the National Park Service on eastern Santa Cruz Island since the late 1990s and am able to draw deeply from those experiences for the benefit of the students.

Our field trip consisted of a hike during which I discussed the geology, botany, and biology of the island as it pertains to human activities, as well as the archaeology and history of the island’s Chumash, European, and American inhabitants and visitors. We visited several archaeological sites that I have personally excavated and published data from. As I showed them artifacts, plants, and landscapes, we discussed the content of the relevant readings. In doing so, in the eyes of the students a simple rock was transformed into a culturally significant material that was integral to the prehistoric trade systems of the islands and mainland.

This field trip served as a dynamic hands-on opportunity for students to experience the course content firsthand, the outcome being not only a greater understanding of the cultural history of the islands but also a deeper synthesis of broader course discussions. The field trip related to the course objectives in several ways including: two weeks of course content relating specifically to the Channel Islands and the Chumash people; active discussion in class and on the field trip; and a writing assignment that required integration of required course readings and the field trip experience (see attached syllabus excerpt and field trip prompt). Students were assessed based on their participation in the field trip, including their application of concepts we had discussed in class beforehand; the paper; and essay questions on a subsequent exam.

Based on immediate feedback and the written student evaluations, I am delighted to say that the field trip was an overwhelmingly positive experience for everyone and the students understood how it was connected to the course overall. In other words, the students clearly grasped WHY we went on the field trip and truly appreciated the opportunity. Rather than reiterating all of the strengths the students discussed, I will highlight two recurring ‘weaknesses:’ one relating to the duration of the trip and the other to the hike that was required to visit archaeological sites. First, several students commented that the field trip could be improved by having an overnight component (I am thrilled that they wished it was longer!). Second, some of the students felt that the hike was too long and difficult. In reality the hike was three miles long, we took multiple breaks, and I emphasized the hiking nature of the field trip repeatedly and well in advance of the field trip. I also encouraged students to notify me in advance of any concerns they had about the hike (e.g., injuries or other physical limitations or otherwise), as I would have gladly provided an alternative assignment.

Although some students experienced physical discomfort, they nevertheless acknowledged the positive aspects of the trip and did not suggest changing the trip to a non-hiking activity. When we discussed the field trip at the end of the semester and whether a trip to the Channel Islands should be required of all CSUCI students, the majority said yes and all recognized that some of the most powerful and transformational experiences in life are necessarily the most comfortable or positive in the moment. It is evident to me that every student took away important messages from the field trip and that it was the single most important instructional day of the semester.

In addition to conveying the course material in tangible and tactile ways, the field trip also had the benefit of fostering social cohesion among the students. Given that many CSUCI students are commuters, opportunities to bond with peers are limited. The students cited this trip as an important socializing experience, which resulted in livelier in-class discussions afterwards that involved the entire class as well as friendships that have continued into this school year.

As for future improvements, I intend to prepare the students even better for island field trips through more detailed written instructions as well as more in-class discussions beforehand. I am also working on the development of a worksheet for them to complete while on the island to ensure greater consistency in their on-island note taking and learning experience. In addition, now that the field station on Santa Rosa Island is available, I will consider the possibility of this being a weekend-long field trip.

The attachments that follow (in order) are: the syllabus excerpt, field trip prompt provided to the students beforehand, and the typed student comments. A total of 14 out of 16 students provided written feedback.

Relevant except of the syllabus:

Week	Topic	Assignments
Jan 22	Course Introduction	No assigned reading.
Jan 24	Coasts and the Making of Modern Human Mind	Gillis 2012, Introduction
Jan 29	Earliest Evidence of Coastal Living: South Africa	Gillis 2012, Ch. 1; Mannino and Thomas 2002
Jan 31	Cosmologies of the Sea	McNiven 2003
Feb 5	Boats and New Frontiers	Gardiner 2006; Arnold 1995
Feb 7	Colonization: Australia	Mulvaney and Kamminga 1999, Ch. 7 and 9
Feb 12	Colonization: Polynesia	Kirch 2000, Ch. 7
Feb 14	Complex Societies of Polynesia	Kirch 2000, Ch. 8 <b>Policy Paper due</b>
Feb 19	In-Class Film: <i>America's Stone Age Explorers</i>	Barton et al. 2004; Erlandson et al. 2002
Feb 21	Colonization: the Americas	Erlandson et al. 2007; Erlandson 2012
Feb 26	Colonization: Channel Islands	Erlandson et al. 2008; Braje et al. 2007
Feb 28	Resource Exploitation: Chumash	Arnold 2001; Bernard 2004
Mar 2	All-Day Field Trip to Santa Cruz Island	Details TBA
Mar 5	Trade and the Brotherhood of the Tomol: Chumash	Gamble 2002; Gamble 2008
Mar 7	<b>EXAM 1</b>	No assigned reading.
Mar 12	In-Class Film: <i>The Viking Longships</i>	Fitzhugh and Ward 2000, pp. 143-153 and pp. 189-207
Mar 14	Colonization: Vikings/Norse	McGovern et al. 1988 <b>Field Trip Report due</b>

**ANTHROPOLOGY 445 - THE SEACOAST THROUGH TIME  
SPRING 2013 - FIELD TRIP TO SANTA CRUZ ISLAND**

**Meet on the harbor side of the Island Packers building at 1691 Spinnaker Drive, Ventura Harbor, 93001 no later than 7 am on Saturday, March 2, 2013!**

**How to Prepare for the Field Trip**

1. Complete all of the readings for this week including the brief prehistory of eastern Santa Cruz Island provided below. It is imperative that you are prepared to discuss their content of the readings as it relates to what we see while we are on the field trip. Your participation grade for this course also includes your participation on this field trip, so you must be prepared to actively engage in discussion.
2. You will need to bring a backpack with the following items: water (2 liters), lunch and snacks, sunscreen, camera, jacket/warm clothes for the boat ride, notepad and pen, this handout, and cash (if you would like to purchase snacks or drinks on the boat). You should also bring a hat and wear hiking boots or sturdy sneakers. Check the forecast beforehand and be prepared for weather conditions to change quickly.
3. If you are prone to motion sickness or start to feel sick, do not be in enclosed spaces on the boat. You should be outside getting as much fresh air as possible, focus on the horizon (do not look at the waves), and breathe deeply. If you feel like vomiting, you should do so; just make sure that it is over the railing and goes into the ocean. Do not go into the bathroom - it will make an unpleasant situation even worse.
4. Actively discuss, ask questions, and take notes while we are on the field trip!

**Paper Guidelines**

Select a particular theme or research question of interest relating to human-environment interactions on the Channel Islands, citing specific lines of evidence discussed in the readings, during in-class discussions, and while on the field trip. Examples of possible topics include: island biogeography, fishing, boats, chert quarries and tool technologies, trade, and status.

Your paper will be graded based on: a clearly defined research question, specific lines of evidence cited (their relevance and thoroughness), organization, and grammar and spelling. You must include relevant information from the assigned readings and field trip; failure to cite specific examples from both will result in point deductions. You must also include in-text citations, not only for direct quotes, but also any time you are referring to specific information that comes from a specific source. Citations should include the specific page number(s) from which the information comes - such as (Arnold 2001:15).

Your 3 to 5 page paper is due no later than **10 pm on Friday, March 15, 2013.**

## STUDENT RESPONSE:

Please answer the following questions relating to the ANTH 445 field trip to Santa Cruz Island:

(1) provide a description of the activity;

For this field trip, we went to Santa Cruz Island as an entire class and hiked throughout the east end of the island. We discussed the Chumash, in detail, while also being able to visit some of the archaeological sites that are located on that part of the island. Dr. Perry and her colleagues answered any questions that we had about the Chumash and their lives on the island.

(2) how did the activity relate to a course(s) and/or learning objectives?

This field trip definitely contributed, majorly, to my understanding of the Chumash and the role that they played in the Santa Barbara Channel as well as the colonization of America, which is a major component of our course.

(3) what do you see as the strengths of the activity?

This field trip allowed the entire class to get an up close and personal experience with the Chumash society. You can always sit in class and look at pictures while a professor lectures to you, but being able to go out to where these people settled and being able to actually see and hold the tools that they used, just furthered our comprehension of the material that we were studying. This field trip brought the information that we were studying in class to life, basically. It definitely enhanced my interest in the Santa Barbara Channel as well as the Channel islands. I can honestly say that I had never been on Santa Cruz until that field trip. Just three months later, I have been more than four times. This field trip made me want to visit other islands, as well, and to see what they had to offer.

(4) What would you say are/were the activity's weaknesses?

I think that the only major weakness to this activity was that even though we were a small group, we did not always stay together. So some information was talked about in one group but the others did not know what was being discussed.

(5) how would you improve this activity for next time?

I think that in order to improve this activity, there might need to be more organization in how it is going to be "run", for lack of a better term. I feel like the class should sit together on the boat as well as when they are eating lunch. It can be a little difficult to all feel comfortable with each other if everyone is not experiencing the island together, as a group. I feel as though some students came away with different experiences because they did not get the same information as others in the group did.

(6) what did you learn from the process?

After the field trip, I learned that I always have to be prepared for anything on an island. I also learned that it is important to come wide-eyed and ready to participate because if you are tired and dreading it, you will not have a good time. As for the learning experience, I feel as though this field trip and the information that I took away from it will always be in my mind and I will remember it always. Being able to take this class as a freshman and being able to experience a trip like this so early on in my college career has definitely enhanced my learning experience at the University. There should be more classes that require these sorts of hands-on learning experiences in order to further educate students.

## STUDENT RESPONSE:

1. The Anthr 445 Field Trip to Santa Cruz Islands was designed to provide a hands on approach to learning about human interactions with the coast. We, as a whole class, got to see the chert material for tool making used by the native Chumash Indians that use to live on the Islands. Professor Perry, alongside other professional staff, talked to us about interaction methods as well as provided additional insight to further our understanding about the Chumash Indians.
2. The activity related to the course because we specifically sought out to learn about the many ways the Chumash used their coastal resources to develop and enhance their society. Thus, the activities were able to provide us with more information to understand human coastal interactions with a hands-on experience.
3. The strength in the activity is that it was a great experience outside of the classroom. Every student was very engaged with the activities. The activity also brought new excitement and interest to the subject, beyond what the classroom can offer.
4. There are no weaknesses to the activity that I noticed.
5. To improve the activity, I feel like there should be provided transportation to the port. Fortunately, all students were able to find a way of transportation, by either their own car or carpooling. But, other future cases may not have such good fortune.
6. I learned so much more about the Chumash Indians and how they prospered on these islands. I learned about the trading of the Olivella Beads and the Indian's connections with other islands as well as the main land. It was also intriguing to know that the grounds we were stepping on, was more or less the same grounds that the Chumash had also roamed on.

## **STUDENT RESPONSE:**

**Please answer the following questions relating to the anth 445 field trip to santa cruz island:**

**(1) provide a description of the activity;**

We hiked around Santa Cruz Island, starting at Scorpion landing. We explored different shell middens and other archeological sites. We learned about chert quarries and other activities of the Chumash locals.

**(2) how did the activity relate to a course(s) and/or learning objectives?**

It related to the course because we were studying human interaction with coastal environments and the ocean. We were learning about the economy and culture of the Chumash on the Channel Islands, which directly related to the chert quarries used for making Olivella shell bead currency.

**(3) what do you see as the strengths of the activity?**

Being in the environment helped us visualize and imagine exactly what the Chumash did, and how they thrived on the islands. It was a beautiful day to hike around and enjoy the natural environment of Santa Cruz.

**(4) What would you say are/were the activity's weaknesses?**

I don't think there was any weaknesses. All in all it was an awesome day, and I learned a lot.

**(5) how would you improve this activity for next time?**

Incorporate going for a swim in the ocean into the daily activities.

**(6) what did you learn from the process?**

I learned how the Chumash extracted chert at multiple quarries, as well as how they created tiny drills used to create Olivella shell beads. I also learned about multiple indigenous plants that the Chumash used and ate. I also learned a lot about the history of Scorpion landing and the surrounding areas.



## STUDENT RESPONSE:

Please answer the following questions relating to the anth 445 field trip to santa cruz island:

(1) provide a description of the activity;

We took a trip on a boat to get to Santa Cruz Island to observe shell middens and other important archaeological sites used by the Chumash

(2) how did the activity relate to a course(s) and/or learning objectives?

The activity directly related to our learning objectives being that we visited Chumash sites while also learning about the society in class

(3) what do you see as the strengths of the activity?

everything! I really enjoyed the field trip and got a hands on experience. I enjoyed having been in the exact location as the societies we learned about.

(4) What would you say are/were the activity's weaknesses?

No weaknesses can come about from a fieldtrip!

(5) how would you improve this activity for next time?

everything went perfect

(6) what did you learn from the process?

I learned ways to identify certain sites, how to work as a group, and that i need to work out because i could barely feel my legs after the hikes =)

## **STUDENT RESPONSE:**

### **ANTH 445 Field Trip to Santa Cruz Island Questionnaire**

#### **(1) Provide a description of the activity:**

The ANTH 445 field trip took our whole class out to Santa Cruz Island where we looked at archeological sites and their artifacts. We were also educated on the history, park service, and purpose of the Channels Islands. Of course we were taught most of these lessons in the classroom, but to actually be on the island added an extra appreciation for what was being taught.

#### **(2) How did the activity relate to a course(s) and/or learning objectives?**

We hiked and located various shell midden locations, sought out different edible plants, and immersed ourselves in the wild nature of Santa Cruz Island, just as the readings from class spoke about. Our hands on lesson of visiting the Channel Islands and applying what we knew from the readings to what we were seeing right in front of us allowed for the material to become further engraved into my mind.

#### **(3) What do you see as the strengths of the activity?**

I see the application of our class readings while on Santa Cruz Island to be very beneficial to the learning experience of ANTH 445. I know I will never forget the shell middens and the chert quarries that we read so much about they pertained to the Chumash, and once they were live in front of us there extravagance was felt. Its experiences like that that separate CSUCI from any other University.

#### **(4) What would you say are/were the activity's weaknesses?**

I personally did not find any flaws in the activity. If anything could be changed I would say that it should be a mandatory trip for CSUCI students to take in order to graduate. It is quite and experience.

#### **(5) How would you improve this activity for next time?**

No need for improvement, it was very well planned. Unless it can be made into a longer over night trip, I'm sure that would be enjoyable.

#### **(6) What did you learn from the process?**

I have visited Santa Cruz Island and from the visit took the experience of viewing actual shell middens, chert quarries, and applied all my reading on how the Chumash lived on the island to my hiking and exploring of the island. I appreciate the islands more and I have a deeper understanding of the Chumash of the Channels Islands now.

## **STUDENT RESPONSE:**

1. We set sail early in the morning; unseasonably warm weather accompanied our voyage. The ocean was relatively calm that morning which allowed us sweeping views of the Ventura mountain backcountry above Ojai, and the deep blue of the Santa Barbara channel. We navigated across the channel for 1 hour seeing aquatic fauna of the region including Seal Lions, Dolphins, and a Whale. The group had about 7 hours on the island; we spent it hiking around the island visiting different areas relevant to our course. The class seemed to have a very good time learning about the island and walking around it.

2. Our course centered around human interaction with the seacoasts and liminal echotones that our ancestor's inhabited. In our coastal region of southern California was once inhabited by the Chumash Indians a complicated society of seafarers that traveled from the main land and the Channel Islands. Our field trip to Santa Cruz Island allowed us to see archeological sites of these peoples on the island. The island created a shell bead money that was distributed from the coast to inland deserts hundreds of miles away. They created plank canoes called the tomol to travel between the mainland and the islands. We explored several sites including cert quarries and shell middens that gave us first hand experience with what we had been reading about in our class, being able to explore these physically provided depth to this class experience and gave us greater understanding of the course material.

3. The activity provided hands on experience in the field of the content that we were learning in class. I am an auditory and kinesthetic learner. The opportunity to physically explore some of the information we had learned in class. This activity allowed us to extend the classroom into the environments that we were studying. This allowed us to experience the idea of spirit scapes or sacred land and seascapes, putting us in the mindset of the peoples we were studying.

4. Time seemed to be a major factor; I would have liked to have spent more time on the island. Possibly even over night would have been the best. I also felt that the group could have benefited from walkie-talkies given to the front of the group and the back of the group to coordinate when we were stopping and exploring important sites.

5. Ibid, make it longer and communication technology.

6. By exploring sites throughout the island we were able to see the importance of fresh water, food resources, and tooling stone that allowed us to explore the human ecology of the Chumash. This activity was invaluable in applying what we learned in class to the physical environment that the Chumash occupied. The Chumash was a major focus of this course, so being able to learn outside of the classroom and in the complex production center of shell bead money of the Chumash was an experience I will never forget, and have learned so much from.

## STUDENT RESPONSE:

(1) provide a description of the activity;

*We visited Santa Cruz Island to have a hands on experience of what we had been learning in class. Not only did this really help us grasp the topics at hand in class, but also exposed us to new scenarios and new questions that we would not have thought of unless if we had this experience. We looked at archeological sites, we found artifacts and learned the ethics of what to do when we find these and proper care and steps if we document these, we understood the ecological environment and how archeological remains are closely related, as well as correlate the relationship between these two: environment and artifacts.*

(2) how did the activity relate to a course(s) and/or learning objectives?

As mentioned above, we learned about related topics in class (i.e. seascape environments and how it affects culture, how certain artifact relate to a coastal culture, trade, plants, stone tools and material goods). we had a great opportunity to have a hands on experience and really have a greater understanding of these coastal cultures, as well as learn proper archeological procedures (perfect for anyone, whether or not they are majoring in this. It is crucial to have proper ethics of archeological findings and know what to do).

(3) what do you see as the strengths of the activity?

*One major strength that I saw in this was a deeper understanding of what we learned in class. for example, it is easily understood how to ride a bike, and they can teach youthrough pictures and video; however, one has far greater understandign when one actually has the experience to ride the bike and see it in its proper setting; then you have more questions, and a full grasp of what is being taught, a greater understanding. This is like the missing puzzle piece in class, it brings it all together and makes perfect sense!*

*Another great benefit aside from the academics part of this, was the closeness and bond between our classmates. This expereince brought us closer together, and transpiring through the rest of the semester in class. I saw the difference in dedication in certain students for the class, we all had a lot of fun and looked forward to our class. I think this deffinatley affected our work ethics for the greater good. (this united us even though we were from many different majors, we had a commonality).*

(4) What would you say are/were the activity's weaknesses?

*Honestly, I didn't find any weaknesses. I'm trying to think, but there honestly wasn't, I argue the reason for this being was due to the provided funds. I was very grateful for this. I think if the funds were not provided it would have been a bit difficult for me to attend. I honestly saw no weakness, this project flowed very well and with ease, and every student in class attended. If anything the weakness would be that the trip should be a two day trip!*

(5) how would you improve this activity for next time?

*The activity could improve by filling out the ranger books ahead of time, like if the park service would be willing to provide the informative jr. ranger booklets about the island before hand to CSUCI then we could fill these out before we visit the island. The books were informative and fun.*

(6) what did you learn from the process?

Getting to specifics because I mentioned this in Question 1&2. I learned how we would know a certain artifact can show trade because the artifact (i.e. mortar) was not from the island; the material it was made out of was distinct from other artifacts found. We also saw the difference in landscapes and colors which pertains to certain religious beliefs of the culture, and we could clearly see/understand what Dr.Perry was talking about. We saw certain plants and tried picking these out and had a feel for how the peoples of the Island were harvesting these plants. I saw how it made sense for the peoples to eat in certain spots and harvest in other areas, and truly understood and saw why certain areas would be religiously important for them. I learned so much I could just keep on going, I totally recommend this to anyone who can to take the class together with the field trip; It will truly change or influence the way one sees, understands and lives near the coast, especially us who have easy access to it. Love this class.

## **STUDENT RESPONSE:**

Description of activity is a class field trip to the Santa Cruz Island, insight look at shell middens and discovered archaeological sites and history of Chumash culture. Related to course of current study of Chumash, terms discussed in class such as shell middens, quarries discovered, tool bits and shell currencies used on the Channel Islands. Strengths of the activity are how we got a hands on experience of these sites instead of reading in the books and gave us a stronger understanding of not just the Chumash culture, but of the Channel Islands that our school represents. Weaknesses if any would be the long hikes, did get notification before hand of the hikes and to dress comfterable which I did, but the some of the hikes were quite tiresome and straining on my legs. A way to improve for next time is to have pre determined hiking routes selected for the hikes to different sites, but the way the fieldtrip was handled was well thought out and timed accordingly. From this process I learned the islands importance as well as how are school represents them. I think being named after the Channel Islands, an understanding of them as a student at the school is important to learn about and to have that knowledge upon graduating from CSUCI.

## **STUDENT RESPONSE:**

- 1.) A field trip to Santa Cruz Island complete with activities which expanded student's understanding of Chumash culture on said island.
- 2.) The course focused on cultural ideals concerning seacoast peoples. Santa Cruz Island has a rich cultural history concerning the Chumash, who were themselves seacoast peoples.
- 3.) Student's gain a firsthand understanding of how and where the Chumash lived on Santa Cruz which directly relates to the core values of the class.
- 4.) There were no weaknesses in my humble opinion. The field trip was a splendid learning experience which I enjoyed very much.
- 5.) The improvement that I would suggest would be to make this field trip and overnight excursion. Camping on the island overnight would have been awesome.
- 6.) I learned where the major settlement areas of the Chumash were as well as many of the cultural aspects of their lives. Shell middens were investigated in depth which provided insight into diet as well as the bead making practices of the Chumash.

## **STUDENT RESPONSE:**

### **(1) provide a description of the activity;**

As a class, we journeyed to Santa Cruz Island to observe the landscape and archaeological sites that our professor has personally worked at. We had been studying the Chumash and their way of life pertaining to the islands, and we were able to visit key sites in understanding where the information in our readings had come from and what it meant.

### **(2) how did the activity relate to a course(s) and/or learning objectives?**

In class, we had been discussing Chumash subsistence strategies, trade systems, and their relationship to the Channel Islands and the sea. Being able to go out and physically touch our subject matter aided in giving us another dimension of understanding of the material discussed in class.

### **(3) what do you see as the strengths of the activity?**

This activity, as mentioned above, was definitely interesting as it had been the topic of our discussion in class. The trip as a whole strengthened the bonds between student and teacher and allowed for student and teacher interaction that would not normally happen, as most of the Anthropology department faculty were present on the trip with the students.

### **(4) What would you say are/were the activity's weaknesses?**

The large group hindered extensive explanation from faculty on certain objects and sites to those on the fringes of the group because some would wander off and go out on their own or could not get close enough to hear. Otherwise, this activity was extremely rewarding for all involved.

### **(5) how would you improve this activity for next time?**



Instead of a single day trip, I would suggest a weekend long camping trip so that more of the island may be explored and seen by the students.

**(6) what did you learn from the process?**

I learned a great deal of information about the Chumash way of life on this trip, much of which I had no inkling of prior to taking this course.

## STUDENT RESPONSE:

(1) provide a description of the activity

This activity included a boating trip to Santa Cruz Island in order to better understand and be educated about island lifestyle and previous cultures that inhabited the area. This included hiking in the area as well as exploring sites and artifacts that pertained to our learning objectives in class.

(2) how did the activity relate to a course(s) and/or learning objectives?

This activity pertained directly to what we have learned in this class. Not only were we learning about artifacts and island and coastal living, but we were able to achieve a hands-on learning experience in order to better understand our studies in this class.

(3) what do you see as the strengths of the activity?

The strengths of this activity were without a doubt the bonding experiences with the class as a whole as well as physically being in the location we had discussed so much in class. There is an apparent difference between witnessing and being present versus looking at an image on a screen in the classroom.

(4) What would you say are/were the activity's weaknesses?

The only weakness for this activity was simply that it was far too short. In order to further understand and learn about the area we would have to spend significantly more time on the island. My suggestion would be two trips for the semester, the second possibly to another island to analyze similarities and differences.

(5) how would you improve this activity for next time?

Other than the lack of time, I do not believe that this activity could be improved. I believe that activities that provide hands-on learning opportunities such as this one require the individual to make their own experience.

(6) what did you learn from the process?

I have learned a great deal about the benefits and detriments of island living as well as the great deal of influence that the ocean has on the entire world. Without this great body of water, most societies would cease to exist. I also learned a great deal about the geography and individuals that called the island of Santa Cruz home, and how they had to adapt to a changing and isolated environment.

## **STUDENT RESPONSE:**

1. We took a field trip to Santa Cruz Island to get a better understanding and added dimension to the material we were learning in class. It consisted of a hike to various archaeological sites on the island relevant to class material and Dr. Perry's research.
2. It provided better insight and a real-life application to the material we were studying.
3. Being able to understand and truly see up close how the native people lived.
4. Hiking was painful because I am 230 lbs. If I had a Segway it would have been easier. But no real complaints.
5. Drink more water.
6. Chumash subsistence and bio-geographical adaptation. How to setup a hammock, courtesy of Mike McGurk.

## **STUDENT RESPONSE:**

### **(1) Provide a description of the activity.**

Our class went to Santa Cruz island to explore historical sites previously occupied by the Chumash, a complex hunter-gatherer society. We hiked to different sites to understand how the Chumash functioned and why Santa Cruz was the epicenter of their society.

**(2) How did the activity relate to a course(s) and/or learning objectives?** Before our field trip, our class learned about the complexity of the social, economical and political forces in the Chumash society. We learned how sustenance was acquired through terrestrial and marine forms. One of the more important aspects was that they were able to travel by canoe, giving them passage to fishing, trade, and travel to neighboring islands or the mainland. Another important aspect is that they created a form of currency on the island that were made of shells. We were able to view sites used for making their shell currency, as well as a rock quarry they used to produce the currency. We also saw evidence on the island where the Chumash resided. One site provided evidence with shell middens, pieces of stone bowls and tarring pebbles that were left behind.

### **(3) What do you see as the strengths of the activity?**

I enjoyed all aspects of the field trip. I think by physically being at the site after learning it in class helped connect my understanding for the subject. Actually seeing evidence from the Chumash provided a better framework for my understanding on how coastal perspectives have been formed.

### **(4) What would you say are/were the activity's weaknesses?**

I think that there was not enough time to absorb the information provided. If the activity was extended, there would be more time to process the copious amounts of information learned from class.

### **(5) How would you improve this activity for next time?**

Staying overnight and camping on the island would provide enough time to appreciate the subject and better understand the learning outcomes.

### **(6) What did you learn from the process?**

By physically being at the site, I was able to connect knowledge understood from class. Because of this, my framework on reality has changed on coastal perceptions. My appreciation for the coast and ocean has evolved, realizing that we do not live ON the coast, but WITH the coast.

## **STUDENT RESPONSE:**

### **(1) provide a description of the activity;**

For our field trip Dr. Perry decided to take our Seacoasts through Time class to Santa Cruz Island in order to learn more about the Chumash and how they interacted with their environment and each other.

### **(2) how did the activity relate to a course(s) and/or learning objectives?**

The field trip allowed us to see several examples of human-environment interaction on Santa Cruz Island and how the Chumash adapted to their island environment. We also saw several archaeological sites that demonstrated the use of several resources that the Chumash utilized on the island.

### **(3) what do you see as the strengths of the activity?**

Some of the strengths of the activity included several people who were familiar with the island and its' history guide us through the trails. Another was showing us the different sites associated with Chumash life on the island since it gave us a better feel of what life was like for them.

### **(4) What would you say are/were the activity's weaknesses?**

The activity had no weaknesses.

### **(5) how would you improve this activity for next time?**

One of the things that would probably benefit the next field trip is leaving someone in charge of bringing extra water bottles for those who may have forgotten to bring some or for those who brought too little.

### **(6) what did you learn from the process?**

I learned a lot about the Chumash and the kind of environment they lived in, the kinds of resources they relied on, and how they used those resources. I also learned about the kinds of technology that they used and how that technology in turn affected their lifestyles. Overall the field trip was very informative and directly applied to our class.