



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>School of Human Evolution and Social Change</u>
Subject	<u>ASB</u>	Number	<u>222</u>
		Title	<u>Buried Cities Lost Tribes</u>
		Units:	<u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	(choose one) If so, list all academic units offering this course		<u>CLS</u>

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Fine Arts and Design core courses \(HU\)](#)
- [Social and Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Alexandra Brewis Slade</u>	Date:	<u>9/29/15</u>
Chair/Director (Signature):	_____		



1 2 3 4 5 6 7 8 9 10 11 12

**course catalog
& class search**

Term

Search

Subject Num

Level

Gen Studies

Keywords

Offerings

Search

[Clear](#)
Advanced Search

Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1 Collapse -

Course	Title	Units	GeneralStudies
ASB 222	Buried Cities and Lost Tribes Archaeology through its most important discoveries. Allow multiple enrollments: No Primary course component: Lecture Repeatable for credit: No Grading method: Student Option Offered by: College of Liberal Arts and Sciences -- School of Human Evolution & Social Change College of Letters and Sciences -- College of Letters and Sciences	3	HU



Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
ASB	222	BURIED CITIES AND LOST TRIBES	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	The course introduces students to how information is recovered by archaeologists to inform us about human prehistory, and takes a very global approach. By gaining an understanding and appreciation of the past students will be able to better understand the contemporary world	syllabus - Pink Sections
2a	The course covers a number of in-depth area studies at the regional or cultural group scale from across all of human prehistory at a global scale with study areas including Egypt, Mesopotamia, and the Roman Empire	syllabus - Yellow Sections
2c	All of the material and case studies presented in this course are from outside of the US	syllabus - Green Sections

This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.

ASB 222: BURIED CITIES AND LOST TRIBES
Spring 2015

Class Number: 23488

Course Meetings: Monday and Wednesday, 1:30-2:45 pm, Murdock Lecture Hall 201

Instructor: Dr. Charles Perreault

Office: SHESC 362

Contact Info: cperreault@asu.edu; (480) 965-4001

Office Hours: Monday 8-10am by appointment

Teaching Assistants:

Names	Elise Alonzi	Wendy Cegielski	Jonathan Paige
Student Names	A to G	H to O	P to Z
Email	ealonzi@asu.edu	wendy.cegielski@asu.edu	jnpaige@asu.edu
Office	Matthews Center 203U	ISTB1 407	Matthews Center 203U
Office Hours	Tuesdays 10am—12pm	M 10:30—11:30am W 3—4pm	Thursdays 10am—12pm

All TAs are also available by appointment.

Course Description:

In this class you will learn what archaeologists do and how they do it. The archaeological record is the main source of information about our history. The first goal of this class is to introduce you to the ways archaeological methods and theories are applied to recover this information. The second goal of this class is to give you an overview of human prehistory. Why did Neanderthals disappear from Europe shortly after the arrival of our species? Why, after more than two million years as hunters and gatherers, did humans begin farming and settle down in

permanent villages around 10,000 years ago? When did societies become socially and economically stratified and why? Were complex civilizations such as the Sumerian city-states of the ancient Near East or the Maya civilization inevitable outcomes of a long process of human social and cultural evolution?

In this class we examine these and many other questions in a survey of the human past.

***Note: This class will show photographs and videos that include human remains**

Learning outcomes:

By the end of this course, if you assume the responsibility of coming to class and reading the course literature, you should:

- Understand the big social, political and environmental trends that shaped the human past.
- Develop a sense of the past as the dynamic lives of people, rather than as a static catalogue of material remains.
- Develop an appreciation for the systematic, rigorous and creative endeavor that is the science of archaeology.
- Develop the tools to critically assess claims about the human past

Pre-requisites:

There are no prerequisites for ASB 222.

Required Course Texts/ Readings:

Deetz, James, *In Small Things Forgotten: An Archaeology of Early American Life*, Revised and Expanded Edition, Anchor.

Course Format:

This is a large lecture class graded on three midterm exams and one final exam.

Final Grades:

- Your final grade is based on your three highest scores of the four exams
- The three scores included in your final grade are weighted equally.

- The exams are **not cumulative**, including the final exam.
- Each exam consists of multiple choice questions and true/false questions.
- All exams are administered online on Blackboard and **not** in class.
- You are strongly advised to take the four exams. If you do well in the first three, and are satisfied with your total, you do not need to take the final exam.
- If you miss an exam due to serious and unexpected circumstances (illness, death in the family etc.), this will be the exam score we drop from your final grade. There are **NO MAKE-UP** exams available

Exam dates

Exam	Date	Material covered
Exam #1	Sep. 21	Aug. 24 – Sep. 16; <i>In Search of Fort St. Joseph</i> film; Book Ch. 1—3
Exam #2	Oct. 19	Sep. 23—Oct. 14; <i>Birth of Humanity: Becoming Humans</i> film; Book Ch. 4—5
Exam #3	Nov. 11	Oct. 21—Nov. 9; <i>Out of Eden</i> film; Book Ch. 6—7
Exam #4	TBA	Nov. 16—Dec. 2; <i>Conquest</i> film; Book Ch. 8—9

Extra Credit

There will be no extra credit opportunities assigned for this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Class schedule and reading assignments

Date	Class
Aug. 24	Class Introduction
Aug. 28	Introduction to Archaeology
Aug. 13	The Archaeological Record
Sep. 2	Fieldwork
Sep. 7	Labor day – no class
Sep. 9	Documentary film (no class)
Sep. 14	Dating Technique 1
Sep. 16	Dating Technique 2
Sep. 21	EXAM #1
Sep. 23	Reconstructing Environments
Sep. 28	Technology and Subsistence
Sep. 30	Bioarchaeology
Oct. 5	Oldowan
Oct. 7	The Genus Homo
Oct. 12	Fall Break – no class
Oct. 14	Documentary film (no class)
Oct. 19	EXAM #2
Oct. 21	Neanderthals
Oct. 26	Modern Humans
Oct. 28	Modern Human Dispersal
Nov. 2	Origins of Agriculture
Nov. 4	Chiefdoms
Nov. 9	Documentary film (no class)
Nov. 11	Exam #3
Nov. 16	State Societies
Nov. 18	Barbarians and Collapse of Roman Empire
Nov. 23	Documentary film (no class)
Nov. 25	Mesopotamia
Nov. 30	Egypt
Dec. 2	Mesoamerica

Documentary films

Four documentary films are scheduled in this class (see schedule above). You are responsible for streaming these films online, as they will not be shown in class. To stream them, go to ASU's library website, and search for the title of the film (filtering the content type to "video recording only" to help you find the film). Once you found the film, click on the blue button that says "View online (access limited to those affiliated with ASU)".

***There is no class on the day a film is scheduled**

Film #1	Sep 9	<i>Two films:</i> 1— <i>In Search of Fort St. Joseph: Lessons in History, Culture, and Scientific Methodology</i> (31 min) 2— <i>In Search of Fort St. Joseph: Service and Learning in the Community</i> (17 min)
Film #2	Oct 14	<i>Birth of Humanity: Becoming Humans</i> (53 min) (Part 2 of Becoming Humans series)
Film #3	Nov 9	<i>Out of Eden</i> (55 min) (Part 1 of Guns, Germs, and Steel series)
Film #4	Nov 23	<i>Conquest</i> film (55 min) (Part 2 of Guns, Germs, and Steel series)

Each exam will contain a few questions based on one of the documentary films. On the day a film is scheduled, I will post on Blackboard a guide with questions about the film. Use these questions, and your answers to them, as a study guide for the exams.

Book *In Small Things Forgotten*

Each exam will contain a few questions based chapters of the book (see Exam Dates table above). I will post on Blackboard a guide with questions about the chapters assigned for each exam. Use these questions, and your answers to them, as a study guide for the exams.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the

instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

E-mail Policy:

Your instructor and TAs may be contacted in person or by e-mail. Because not all of us have an office telephone, telephone contact generally is problematic and strongly discouraged. All e-mails to the instructor or the teaching assistants must:

- Begin with 'Dear Dr. Perreault,' 'Dear Ms. Alonzi,' 'Dear Ms. Hoff,' 'Dear Ms. Swantek,' or 'Dear Ms. Wissler'.
- End with 'Sincerely (or other appropriate, professional closing), and your full name
- We shall not respond to e-mails lacking either or both of the above points.

When you contact us by e-mail keep in mind that there are nearly 450 of you and 4 of us! Please, do not ask us over e-mail questions that require lengthy answers. Use e-mail to arrange a meeting with us to discuss questions you may have.

Also keep in mind that instructors and teaching assistants may not respond after business hours (Monday – Friday; 8am – 5pm). Therefore, emails sent in the evening or over the weekend may not receive a response until the next day or the beginning of the workweek.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your classes, but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Cell-phone Policy:

Please do NOT use your cell phone in class for any reason! If you are expecting an important call alert your instructor ahead of class and sit towards the edge of the amphitheater, so you can exit the classroom easily and take your call without disturbing the class. Keep your cell phone on silent.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
<https://students.asu.edu/srr>

Academic Integrity

All students are responsible for reviewing and following ASU's policies on academic integrity: <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), Student Success Centers (<http://studentsuccess.asu.edu/frontpage>) and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Notes on Letters of Recommendation:

Please be aware that I receive many requests from students to write letters of recommendation and therefore have set down these guidelines. You should only request a letter of recommendation if you meet the following minimum criteria.

- You have taken *more than* one in-person (upper-division) class with me if it is a lecture, or *one intensive* smaller class such as a seminar, lab, or practicum class with me (note: I do not write letters for students who take online classes with me)
- Received A or A+ in a 300 or 400 level cours(es) taken with me
- Have spoken with me directly outside of class about career/academic goals

Note that if you meet these minimums it does not mean that I will agree to write you a letter. When asking for a letter of recommendation you **MUST** allow *more than two weeks* notice and provide me with the following. Everything listed here must be in *one* email.

- Unofficial Transcript
- Resume or CV
- Any application materials that are pertinent (e.g. personal statement/statement of purpose; answers to application questions; scholarship/job description; a paragraph stating why you are applying for X if you don't have a personal statement/answers to application questions; etc.).
- The information about to whom and where the letter should be sent (e.g. email address. If the letter needs to be sent via the US Postal Service you must provide me with a stamped and addressed envelope).

- Clearly stated deadline of when the letter is due.

If I agree to write a letter of recommendation I will only be able to summarize your academic performance in my class(es) and will not be able to speak to any factors that have not been accessed in class. Lastly, if I agree to write you a letter, *you agree* to the following.

- You will let me know the outcome. This is important to me as I will want to know what is happening with you and to keep track of any positive outcomes. Also, this means a lot to me (and anyone else you request letters from).
- You agree to check with me before putting my name down on any subsequent applications (do not assume you can keep putting my name down if I have only agreed to write one letter for you).

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to:

<http://shesc.asu.edu/undergraduate/undergraduate-studies>. Our advisors are always willing to discuss career and guidance options with you.

THE EXPANDED AND REVISED EDITION
OF AN AMERICAN CLASSIC



IN SMALL THINGS FORGOTTEN

AN ARCHAEOLOGY OF EARLY AMERICAN LIFE



JAMES DEETZ

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