



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: Historical Awareness-H
*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:

Name	<u>Alissa Ruth</u>	Phone	<u>480-965-4628</u>
Mail code	<u>2402</u>	E-mail:	<u>alissa.ruth@asu.edu</u>

Department Chair/Director approval: (Required)

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



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course catalog & class search

Term

Search

Subject Num

Level

Gen Studies

Keywords

Offerings

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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

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised April 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus & Text Book
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus & Text Book
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus & Text Book
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus & Text Book
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
ASB	222	BURIED CITIES AND LOST TRIBES	

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The first goal of this course is to explain how archaeologists use the archaeological record to gain information about the past. The second goal of the course is to give an overview of human prehistory. The entire course is focused on the past.	Syllabus - Pink Sections
2	The course traverses human development from its earliest roots, right through to the civilizations of Mesopotamia, Egypt and Mesoamerica with a focus on development, and associated contributing factors	Syllabus - Yellow Sections
3	Changes over time in archaeological methods are addressed in the first half of the course. In the second half of the course details the development of humans across prehistory including the development and change of vital institutions including; religion, economics, politics, and war	Syllabus - Yellow Sections & Green Sections
4	The course does examine the relationship among ideas, events, and artifacts, through the use of archaeological methods to inform archaeologists about the past. These relationships are also	Syllabus - Yellow Sections & Pink Sections

Historical Awareness [H]

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	<p>explored in some of the focusing questions of the course such as "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?"</p>	
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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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