



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit CLAS Department SHESC

Subject ASB Number 330 Title Thinking through Arcaheology Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:

In-depth study of theories and methods for reconstucting the lives of prehistoric peoples.

Requested designation: (Choose One)

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 Christopher Carr Phone 965-6213

Mail code 2402 E-mail: christopher.carr@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Alexandra Brewis Slade Date: 11/8/13

Chair/Director (Signature): _____

ALEXANDRA BREWIS SLADE
EXECUTIVE DIRECTOR

MEMO

To: University General Studies Council

From: Alexandra Brewis Slade, Director SHESC

Re: Retroactive General Studies Designation for ASB 330 –Thinking Through Archaeology

Date: February 17, 2014

Dear General Studies Council,

We are respectfully asking for the G/general studies designation for ASB 330: Thinking Through Archaeology be **effective** Fall 2014. We are scheduled to teach this class in Fall 2014.

Cordially,



Alexandra Brewis Slade, PhD
Director & President's Professor

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.

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. | |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input 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. | |
| <input type="checkbox"/> | <input 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. | |
| <input type="checkbox"/> | <input 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 | 330 | Thinking through Archaeology | 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) |
|---|--|--|
| <p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p> | <p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p> | <p>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.</p> |
| <p>1a & 2c: comparative cultural study in which most, i.e., more than half of the material is devoted to non-U.S. areas</p> | <p>The course examines the social, economic, political, and religious systems and ecology of contemporary and historic Australian and Eskimo hunter-gatherers, lowland South American and North American Indian tribes, Hawaiian chiefdoms, and non-western states in order to give students (1) an understanding of different cultural systems and their workings and values, (2) an embracing framework of cultural diversity, from small scale to complex societies, and (3) how these insights are used by archaeologists to reconstruct the lives of people in similar prehistoric societies around the world</p> | <p>Video Analysis 2 helps students analyze the ecology, economy, and social organization of Australian Aborigines. Video Analysis 3 helps students analyze the political and trading systems of a lowland South American tribe. Lectures and readings from Sept. 24 through Dec. 5 and Tests 1 and 2 provide students key comparative understandings of hunter-gatherer, tribal, chiefdom, and state cultural life (economic, social, & political organization and religion) in general, model terms and through example contemporary, historic cultures and analogous prehistoric cultures.</p> |
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SYLLABUS

ARCHAEOLOGICAL METHOD AND THEORY ANTHROPOLOGY ASB 330 FALL 2013

Instructor: Dr. Chris Carr
Office: SHESC Bldg, Rm. 314
Phone: 965-7650
Email: christopher.carr@asu.edu
Office Hrs: Tu Th 1:15 - 2:45 p.m. or by appt.

Activities corresponding to Global Awareness
Criterion 2c are highlighted in GREEN
Activities corresponding to Global Awareness
Criterion 2c and 1a are highlighted in yellow

COURSE GOAL AND SCOPE

This course will introduce you to the methods and concepts used to achieve two major goals of contemporary American archaeology: reconstructing past lifeways and explaining their origins. We will consider methods borrowed from the natural sciences as well as those developed in archaeology. The concepts will include "high" anthropological theory about the nature of culture, behavior, and the processes of cultural transformation, as well as "middle range" archaeological theory about how culture, behavior, and those processes are reflected in material remains. Explanations of some of the "big questions" in the prehistory of humanity will be explored: the development of language, symboling, and culture; the development of cultures as inbreeding social groups; the transition to farming and tribal life; the development of social inequities, i.e., ranking; the development of centralized leadership in multicommunity societies, i.e., chiefs and chiefdoms; and the rise of state bureaucracies. Example studies will be drawn from a variety of areas around the world. The course aims at giving you a big picture of how archaeology is done in concept and practice, and why.

READINGS

All of the class readings are on Blackboard. Detailed lecture notes and handouts for this course should can be purchased from The Alternative Copy Shop (1004 S. Mill Avenue, tel.480-829-7992). They will be used extensively in class and should be brought to each class session, obviating the need to use a computer in the classroom. Use of computers during class is not allowed.

ACTIVITIES AND TESTS

Beyond lectures and readings, this course has activities and tests that will help you to think about and learn archaeological method and theory. First is a set of three videos available through Blackboard. The videos will teach you about archaeological excavation, hunter-gatherer adaptations and social life, and processes of alliance formation in tribal societies. Two of the videos will help you to explore the place of ethnography in archaeological thinking. For each video, you will be asked to make observations, to think about a suite of questions, and to respond to them in a short, written essay. Due dates for the essays are given on the schedule of assignments. Each essay will serve as the basis for a structured class discussion on the day the essay is due. Second, there will be two take-home tests. They will consist of short-answer questions and an essay, both designed to help you integrate information from multiple sources. The two tests will cover material presented in readings, lectures, videos, and class discussions. Due dates are given on the schedule of assignments. The second exam will be turned in, in person, on the university-scheduled day and time of the final exam, by necessity.

No make-up exams will be given except in instances of severe illness documented by a doctor's written note or an extraordinary family emergency again documented. Tests and video analyses are due in class on the day listed on the schedule of assignment. *Tests and video analyses will be accepted only in class, not via email.* No late tests or video responses will be accepted, except in cases of documented illnesses or family emergencies. In these cases, the work must be handed in within two class sessions thereafter.

CLASS ATTENDANCE

It is vital that you attend class each session. Tests and video analyses rely heavily on information presented in lectures and the integration of lecture information with that obtained from the readings. All tests and video analyses are to be handed in during class. Email copies are not permitted.

Attendance will be taken in class and is part of your final class grade. All students receive credit for attending the first day of class, whether present or not, in fairness to all. Thereafter, each student is allowed 3 buffer days during the semester when they can miss class without loss of credit. The excused classes cannot be days when tests or video analyses are due. Use your allotment of 3 days wisely. Save them up for times when you are overloaded with course work, are mildly sick, or have a car break down coming to school.

GRADING

Your final course letter grade is determined by the sum of the points earned on each class activity: two take-home tests (60 points total), three written video analyses (25 points total), and class attendance (15 points total). Attendance scores a half point for each of the 30 class sessions class session, with everyone receiving credit for the first day and three excused buffer days of absence. No extra credit assignments will be offered; the tests and video analyses are diverse and challenging enough, in themselves, and have the advantage of being done at home. Focus on doing a good job on them.

A = 90 - 100 points. B = 80 - 89.9 points. C = 70 - 79.9 points. D = 60 - 69.9 points. E < 60 points.

HELP

Please feel free to come see the Instructor in his office if you wish to talk about the ideas presented in course lectures, readings, or videos. When possible, try to arrange an appointment in advance, so that you can be given adequate time.

ACADEMIC INTEGRITY

Each student is responsible for knowing what academic integrity is and what constitutes a violation of it. The following website explains academic integrity and how to avoid violating it: <http://provost.asu.edu/academicintegrity>. In brief, each student is responsible for preparing his or her own work, including assignments done at home. Copying from someone else's homework, or having someone else take a test or do homework for you, or taking a test or doing homework for another person (all called cheating) are not permitted. Quoting or closely paraphrasing other sources without using quotes and without citing the source (plagiarizing) is not permitted. Fabricating data or information (academic deceit) is not allowed. Other violations are listed in the web site. Students who do not honor Arizona State University's policies for academic integrity will be subject to full disciplinary action by the University.

SCHEDULE OF ASSIGNMENTS AND DUE DATES

| <i>Date</i> | <i>Lecture and Reading Topic</i> | <i>Reading Assignment</i> | <i>Written Assignment Due in Class</i> |
|-------------|---|--------------------------------|--|
| Aug. 22 | The goals of archaeology Archaeology and you: reconstructing lifeways Archaeology as anthropology | | |
| Aug. 27 | Archaeology as anthropology The nature of culture | 1 | |
| Aug. 29 | The partitive and composite views of culture The nature of cultural evolution | 2 | |
| Sept. 3 | Archaeological excavation and evidence Archaeological surveying: regional and intra-site methods | 3, 4, Video 1 | |
| Sept. 5 | Archaeological surveying, cont. | 5a, 5b | |
| Sept. 10 | Discussion on excavation and Video 1 | | Video Analysis 1 |
| Sept. 12 | Processes of formation of the archaeological record | 6a, 6b | |
| Sept. 17 | Processes of formation of the archaeological record, cont. Reconstructing time: dating methods | 7 | |
| Sept. 19 | Reconstructing past environments | 8, 9 | |
| Sept. 24 | The ecological, systems, and decision making paradigms | 10 | |
| Sept. 26 | The ecological, systems and decision making paradigms; Hunter-gatherer ecosystems | 11 | |
| Oct. 1 | Hunter-gatherer ecosystems | Video 2 | |
| Oct. 3 | Reconstructing subsistence Settlement patterns and decisions | 12, 13 14 | |
| Oct. 8 | Intrasite spatial analysis: activities and tool organization | 15 | |
| Oct. 10 | Intrasite spatial analysis: the Pincevent, France case Lithic analysis in activity reconstruction | 16, 17 | |
| Oct. 15 | Fall Break. Yahooooooo !!!! | | |
| Oct. 17 | Discussion on hunter-gatherers and Video 2 | | Video Analysis 2 |
| Oct. 22 | The origin of cultures and conceptualization: theory | Take-home exam 1 passed out | |

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|---------|--|--|------------------|
| Oct. 24 | Ceramic technology and analysis | 27 | Take-home exam 1 |
| Oct. 29 | Symbolization in the European Paleolithic | 18, 19, 20, 21a, 21b, 21c, 21d, 21e | |
| Oct. 31 | Origins of agriculture: general framework; Childe, Binford | 22, 23 | |
| Nov. 5 | Origins of agriculture: Flannery, Ford | | |
| Nov. 7 | Tribes: structure, function, and origins; alliance formation Tribes: exchange and trade; methods of compositional analysis and sourcing of materials | 24, 25, Video 3 26 | |
| Nov. 12 | Discussion on alliance formation in tribes and Video 3 | | Video Analysis 3 |
| Nov. 14 | Style theory and analysis Tribes: regulation through art and religion: the Hopewell case | 28 29 | |
| Nov. 19 | Tribes: regulation through art and religion: the Hopewell case; | | |
| Nov. 21 | Mortuary analysis I: anthropological theories about funerals; reconstructing religion in small-scale societies | 32 | |
| Nov. 26 | Mortuary analysis I. Application of Hertz's model to the Inuit case | 33 | |
| Nov. 28 | Thanksgiving Holiday. Yahooooo !!! | | |
| Dec. 3 | Chiefdoms: structure, function, and origins States: structure, function, and origins | 30a, 30b 31 | |
| Dec. 5 | Mortuary analysis II: middle-range theories for reconstructing sociopolitical organization from burials | 34 Take-home exam 2 passed out | |
| Dec 10 | Special time 12:10 p.m. Hand in take-home exam 2 in person Room to be announced. | | Take-home exam 2 |

ASSIGNED READINGS

1. Thomas, David Hurst (1979). *Archaeology*, pp. 137-146. Holt, Rinehart, and Winston.
2. Flannery, Kent V. (1972). The cultural evolution of civilizations. *Annual review of ecology and systematics* 3:399-404.
3. Renfrew, Colin, and Paul Bahn (1991). *Archaeology: Theories, Methods, and Practice*, pp. 41-60. Thames and Hudson, New York.
4. Sharer, Robert J., and Wendy Ashmore (1987). *Archaeology: Discovering Our Past*, p. 191-219. Mayfield, Palo Alto, CA.
- 5a. Renfrew and Bahn (1991), pp. 61-89.
- 5b. Burks, Jarrod (2010). Rediscovering Prehistoric Earthworks in Ohio, USA: It All Starts in the Archives. In *Landscapes through the Lens: Aerial Photographs and Historic Environment*, edited by D. C. Cowley, R.A. Standing, and Matthew J. Abicht, pp. 77-86 only. Oxbow Books, Oxford and Oakville.
- 6a. Schiffer, Michael B. (1983). Toward the identification of formation processes. *American Antiquity* 48(4):694-696 only.
- 6b. Lepper, Bradley T. (2008). New Study of Animal Bones from Sandia Cave Sheds Light on 70-year-old Controversy. *Mammoth Trumpet* 23(4):8-12.
7. Renfrew and Bahn (1991), pp. 117-162.
8. Bower, John (1986). The study of paleoenvironments. *In Search of the Past*, pp. 315-344. The Dorsey Press, Chicago
9. Thomas (1979), pp. 264-269 (a supplement to 8, on uses of pollen analysis).
10. Rappaport, Roy A. (1971). Nature, culture, and ecological anthropology. In *Man, culture, and society*, edited by H. Shapiro, pp. 237-267. Oxford University Press, New York.
11. Lee, Richard B. (1968). What hunters do for a living, or, how to make out on scarce resources. In *Man the hunter*, ed. by R. B. Lee and I. DeVore, pp. 30-48.
12. Thomas (1979), pp. 242-263.
13. DeNiro, Michael J. (1987). Stable isotopy and archaeology. *American Scientist* 75(2):182-191. Sigma Xi Research Society, Triangle Park, N.C.
14. Binford, Lewis R (1983). *In Pursuit of the Past*, pp. 109-138, 142-143. Thames and Hudson, New York.
15. Binford, Lewis R (1983). *In Pursuit of the Past*, pp. 144-172, 185-190. Thames and Hudson, New York.
16. Whittaker, John (1994). *Flintknapping: Making and Understanding Stone Tools*, pp. 11-50. University of Texas Press, Austin.

17. Keeley, Lawrence H. (1977). The functions of Paleolithic flint tools. *Scientific American* 237: 108-115. Scientific American, Inc.
18. Leroi-Gourhan, Arlette (1975). The Flowers Found with Shanidar IV, a Neanderthal Burial in Iraq. *Science* 190:562-564.
19. De La Croix, Horst, Richard G. Tansey, and Diane Kirkpatrick (1991). *Gardner's Art through the Ages*, 9th ed., pp. 28-36. Harcourt Brace College Publishers, San Diego.
20. Leroi-Gourhan, Andre' (1968). The Evolution of Paleolithic Art. *Scientific American* 218(2):59-64 only.
- 21a. Mithen, Steven (1991). Ecological Interpretations of Paleolithic Art. *Proceedings of the Prehistoric Society* 57(1):103-107 only.
- 21b. Barton, Michael, Geoffrey Clark, and Allison Cohen (1994). Art as Information: Explaining Upper Paleolithic Art in Western Europe. *World Archaeology* 26(2):185-199, 201-202 only.
- 21c. Henshilwood, Christopher, Francesco d'Errico, Marian Vanhaeren, Karen van Neikerk, and Zenobia Jacobs (2004). Middle Stone Age Shell Beads from South Africa. *Brevia*. 304:404.
- 21d. Henshilwood, Christopher S., Francesco d'Errico, Royden Yates, et al. (2002). Emergence of Modern Human Behavior: Middle Stone Age Engravings from South Africa. *Science* 295:1278-1279 only.
- 21e. Marean, Curtis W., Miryam Bar-Matthews, Jocelyn Bernatchez, et al. (2007). Early Human Use of Marine Resources and Pigment in South Africa during the Middle Pleistocene. *Nature* 449:905-907 only.
22. Kottack, Conrad P. (1982). *Anthropology: The exploration of human diversity*, pp. 156-177. Random House, New York.
23. Flannery, Kent V. (1965). The ecology of early food production in Mesopotamia. *Science* 147(3663):1247-1256.
24. Trigger, Bruce G. (1969). *The Huron Farmers of the North*, pp. 106-112. Holt, Rinehart, and Winston, New York.
25. Seaman, Mark (1988). Ohio Hopewell trophy-skull artifacts as evidence for competition in Middle Woodland societies circa 50 B.C. - A.D. 350. *American Antiquity* 53(3): 565-577.
26. Renfrew and Bahn (1991), pp. 307-338.
27. Rye, Owen S. (1981). Pottery technology, pp. 16-57. Taraxacum, Washington, D.C. Taraxacum, Washington.
28. Wobst, Martin H. (1977). Stylistic Behavior and Information Exchange. In *Essays in Honor of James B. Griffin*, ed. by C. Cleland, pp. 317-342. University of Michigan, Museum of Anthropology, Anthropological Papers 61.
29. Prufer, Olaf (1964). The Hopewell Cult. *Scientific American* 211(6):90-96 only.
- 30a. Sahlins, Marshall (1968). Poor Man, Rich Man, Big Man, Chief: Political Types in Melanesia and Polynesia. *Comparative Studies in Society and History* 5:285-303.

30b. Beck, Robin A. (2003). Consolidation and Hierarchy: Chiefdom Variability in the Mississippian Southeast. *American Antiquity* 68(40): 641-657 only.

31. Kottak, Conrad P. *Anthropology: the exploration of human diversity*, pp. 236-255, 178-197. Random House, New York

32. Metcalf, Peter, and Richard Huntington (1991). *Celebrations of Death*, pp. 79-97. Cambridge University Press, Cambridge.

33. Carr, Christopher, and Anna Novotny (2010). Arrangement of Human Remains and Artifacts in Scioto Hopewell Burials: Some Dramatic Rituals and Ritual Dramas. In *Redefining Death: Human Bone as Ritual Object*, edited by E. A. Hargrave, S. J. Schermer, K. M. Hedman, and R. M. Lillie. University of Alabama Press, Tuscaloosa, AL. In press.

34. Pearson, Michael Parker (1999). *The Archaeology of Death and Burial*, Chapter 4: Status, Rank and Power, pp. 73-94. Texas A&M University Press, College Station, TX.