



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 H/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

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. 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 national 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 summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which 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 such a sequence. 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.

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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<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
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• 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	Designation
ASB	330	Thinking through Archaeology	Historical Awareness (H)

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)
1, 2, 3: history as a major focus, human development as a sequence of events, and human institutional change over time	The course examines the historical events and processes that have led to modern cultural life and institutions in terms of both general models of transformation and specific example sequences of events. Developments include the origins of sedentary life, village communities, agricultural systems, tribal regional systems of interaction, social ranking, centralized political systems, and state bureaucracies. Examples are drawn from primarily the ancient Near East, Mesoamerica, and North America.	Lectures and readings from Sept. 24 through Dec. 5 and the two exams help students to trace the institutional developments listed (previous box) and the material evidence that they produce and that allows them to be reconstructed archaeologically. Video Analysis 3 asks students to analyze the sequential development of intervillage political and economic alliances in a tribal society in South America in both particular historical and general theoretical terms. See Yellow highlights in syllabus.
4: relationships among ideas, events, and artifacts in broad social, political, and economic context.	This course documents how societies of different scale and complexity (hunter-gatherers, village-tribal peoples, pre-state centralized polities, and states) produce different kinds of material records that archaeologists can use to reconstruct past societies, and the role of artifacts and material productions in social life and individual experience.	Lectures and readings for Sept. 26 through Dec 5. describe the material productions of small-scale through large, complex societies. Lectures and readings for Nov. 14, 19, 21, 26, and Dec 5 consider the reverse relationship -- the effects of artifacts and material productions on social life and individual experience. See green highlights in syllabus.

Historical Awareness [H]

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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 Historical Awareness
Criteria 1, 2, 4 are highlighted in GREEN
Activities corresponding to Historical Awareness
Criteria 1, 2, 3 are highlighted 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	

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.