



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences, Department: School of Human Evolution & Social Change, Prefix: ASB, Number: 222, Title: Buried Cities and Lost Tribes, Units: 3

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s).

Chair/Director Initials: [Signature]

Course description:

Requested designation: Global Awareness-G Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

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.

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, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Sara Marsteller, E-mail: smarstel@asu.edu, Phone: 480-965-5304

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kaye Reed, Date: 3/22/17

Chair/Director (Signature): [Signature]



KAYE REED  
EXECUTIVE DIRECTOR

**MEMO**

*To: University General Studies Council*

*From: Kaye Reed, Director SHESC*

*Re: Retroactive General Studies Designation for ASB 222*

*Date: March 22, 2017*

Dear General Studies Council,

We are respectfully asking for the G/general studies designation for ASB 222: Buried Cities and Lost Tribes be **effective** Fall 2017. We are scheduled to teach this class in Fall 2017.

Cordially,

Kaye Reed, PhD  
Director and 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.

Reviewed 4/2014

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

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus and textbook table of contents
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<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 and textbook table of contents
<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 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)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> 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: subject matter addresses or leads to an understanding of the contemporary world outside the U.S.	The course examines the emergence of humankind in Africa and our colonization of the globe; how major technological innovations were developed, adopted and transformed diverse cultures around the globe; how social inequality and state-level societies developed around the world; sustainability and societal collapse in past cultures around the world and implications for today's society; and the importance of archaeological engagement with contemporary descendant communities around the globe.	Module 2 presents the scientific evidence for the emergence of modern humans and subsequent colonization of all continents. Module 3 examines the development of agriculture and associated technologies and compares the impact of these developments in multiple cultures outside the U.S. Module 5 investigates how social inequality and state-level societies developed around the world and the technological innovations associated with these developments. Module 6 examines concepts of sustainability and societal collapse in past non-U.S. cultures and considers the lessons that can be drawn from these examples for sustainability goals in the contemporary world. Module 7 highlights archaeology's ethical responsibilities to contemporary communities using examples from various sites around the world. (Green highlights in syllabus)
2c: comparative cultural study with more than half of material devoted to non-U.S. areas	The course examines human origins in Africa and subsequent diaspora across the continents; compares domestication processes in the Near East and Mesoamerica; compares the emergence of the earliest state-level societies in Mesopotamia with ancient states in Asia, Mesoamerica, and South America; examines examples of sustainability and	Module 2 focuses on Africa and the colonization of the continents of the world and includes a video assignment concerning a mummy discovered in Europe. Module 3 compares plant and animal domestication processes in the Near East and Mesoamerica. Module 5 compares state-level societies in Mesopotamia, Asia, Mesoamerica, and South America. Module 6 examines sustainability and collapse in various societies in Mesoamerica and South

**Global Awareness [G]**

**Page 4**

	collapse in Mesoamerica and South America; and explores archaeology's relationships with local contemporary communities around the globe.	America. Module 7 examines archaeologists' relationships with contemporary communities using examples from around the globe. (Yellow highlights in syllabus and textbook)

**ASB 222 Buried Cities and Lost Tribes**

**Course Catalog Description:**

Archaeology through its most important discoveries.



*Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.*

**BURIED CITIES AND LOST TRIBES**  
**ASB 222**  
**3 credits**  
**Master Syllabus**

**Course Description:**

ASB 222 introduces students to the field of archaeology, focusing on its most important discoveries. We will follow the ancient past of the human species from our early ancestors in Africa up until the Classic period. Early hunters and gatherers managed to colonize most of the Earth, and then farming began in many areas, including ancient Arizona. During the "Urban Revolution" some farming groups developed cities, kings, laws, and complex economies. How did these changes happen? Why aren't we still hunting and gathering today? And how do archaeologists reconstruct our ancient past? And importantly, what implications do archaeological interpretations have for how we understand and operate in today's world?

**Course Goals:**

Students will learn how archaeology is conducted to understand diverse cultures around the globe and throughout time. Through analyses of various international archaeological contexts as well as hands on activities that draw comparisons to modern day settings and situations, students will consider the significance of archaeological research for understanding both our human past and its potential implications for our present and future society.

**Learning Outcomes:**

In completing this course, students will demonstrate that they can:

- Outline ancient human cultural development in both the Old and New Worlds.
- Explain the basics of archaeological methods and evaluate how archaeologists gather data and interpret findings to reconstruct past cultures.
- Think critically about how archaeologists reconstruct the human past.
- Describe some of the similarities and differences between ancient societies and society today.
- Recognize the impact of archaeology on contemporary communities around the globe today.

**Pre-requisites/Co-requisites/Anti-requisites:** There are no pre-requisites for this course.

**Required Course Texts/ Readings:**

- Brian M. Fagan, *Ancient Lives: An Introduction to Archaeology and Prehistory* (5<sup>th</sup> edition, 2012)
- Additional readings (articles) will be posted on the course platform under the appropriate module.

**Course Format:**

This 3-credit lower division course is taught online, in modular format. It is designed around seven modules.

**Course Modules:**

1. What is Archaeology?
2. How Did Early Humans Live?
3. Why Did People Start Farming?
4. Ancient Native Americans
5. The First Kings, Cities, and Laws
6. Were Past Societies Sustainable?
7. Archaeology Today

## Coursework

There are four types of assignments for this course:

1. **Assignments:** There are three independent assignments and each is worth 40 points. Detailed instructions are provided for each assignment and they must be submitted through Blackboard.
  - a. **Assignment 1: Archaeology of a Modern Activity**  
For this assignment you will use a type of 'ethnoarchaeology' to evaluate a modern activity from an archaeological perspective. Archaeologists interpret the activities that took place at ancient sites by studying artifacts. We look at what kinds of artifacts are found in a location; this can tell us what people were doing. The number of examples of a particular artifact type can give a clue about the activity or the location (e.g., two stone tool waste flakes may not mean much, but 200 waste flakes suggest that someone was making stone tools). What is the condition of the artifacts? If they are worn and used, that suggests something different than if they are new and unused. And where are the artifacts located with respect to other artifacts and features? Two cooking pots next to the kitchen fire suggests that they were in use for cooking, whereas those same two pots out back in a shed suggests that they were in storage. For this assignment you will pick a space where two or more people are engaging in some sort of activity together. Observe the activity for at least fifteen minutes, and fill out the provided form.
  - b. **Assignment 2: Join the Neolithic Revolution**  
For this assignment you will debate the the value and effects of agriculture and the Neolithic way of life. You will imagine you are preparing a blog post to accompany a Neolithic Revolution comic on the subject of the transition to agriculture. Your readings from Diamond and Fagan present two different perspectives on the Neolithic Revolution, both of which are mentioned in the comic strip. You will choose one of the two positions and present your argument defending your position from blog readers who may support the opposing position by citing information from the course lectures, videos, and readings.
  - c. **Assignment 3: Material Evidence for a State-Level Society**  
For this assignment you will use what you learned from the course materials about the traits of state-level societies to identify material evidence of these traits at the site of Teotihuacan and in your own community. You will make observations through the virtual field trip of Teotihuacan and your local area and snap and submit photographs that correspond with three of Childe's traits of state-level societies. Two of your traits will be illustrated by photos in your community; one should be illustrated by a screenshot from the Teotihuacan Virtual Field Trip. You must take the photographs yourself; do not download them from the internet. Also, please do not use the examples provided in the lectures. See the assignment instructions for further details.
2. **Quizzes:** Each quiz will test your knowledge in two modules (i.e., Quiz #1 will cover Modules 1 and 2). Each quiz is worth 20 points and you will have 45 minutes to complete it.
3. **Discussion Boards:** There will be three graded discussion boards throughout the semester. To receive full credit (10 points), you will need to answer the question or set of questions provided and then make a thoughtful reply to at least one other student.
4. **Final Exam:** Module 7 contains a final exam that covers materials from all seven modules. The final exam is worth 100 points (50 questions worth 2 points each) and you will have 1 hour and 30 minutes to complete it.

Final grades for the course will be assigned on basis of the following (see detailed descriptions for each assignment on the course platform):

Syllabus quiz	5 points
3 Quizzes (20 points each)	60 points
3 Assignments (40 points each)	120 points
3 Discussion threads (10 points each)	30 points
Final exam	100 points
<b>TOTAL POINTS</b>	<b>315 points</b>

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

### Final Grades

A-/ A/ A+	89.5-92.4/ 92.5-99.4/ 99.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

### 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) (<http://students.asu.edu/forms/incomplete-grade-request>).

### Late Assignments

- We **DO NOT** grant extensions on any assignments, quizzes, and/or discussion posts with the exception of **documented** family or medical emergencies. Unexcused late assignments will be docked 5% of the total points for each day they are late and will not be accepted more than three days late. No late quizzes or discussion posts are accepted.
- Technical/computer issues will **NOT** be grounds on which to receive an extension (unless there is a university system outage in which case the instructor will contact the entire class with details on an extension).
- You must submit all assignments in .doc, .docx, .pdf, or .txt in order to receive a grade. We do not allow extensions for submitting invalid file types. If you submit an invalid file, you will receive an automatic zero.

### 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>.

### Course Policies

*Is an on-line course right for you?*

1. Are you self-motivated? There is a significant amount of reading required for this course, as well as quizzes, online discussions, and short written assignments. Because this course is self-paced and moves quickly, it is necessary that you keep up with the reading and lecture materials on a regular basis.
2. Do you have a reliable internet connection? Please be sure that you have a reliable computer and internet connection. To access the class website you can use your personal computer, one in the library, and/or computer labs at ASU.
3. Do you work well on your own? Interaction with other students and the professor occurs on-line rather than in a traditional classroom setting. However, there is an optional discussion board available for student interaction where you can post comments or interact with the other students in the course.

### *Getting Answers to your Questions*

If you have questions about an assignment, quiz, due date, course schedule, or other general course issues, please post your inquiry on the Hallway Conversations board in the Course Home. If you need personalized help or advice regarding class assignments, please email your instructor or TA with "ASB

301" in the subject of the email. If you are having trouble keeping up with the course or miss assignments due to an illness or family emergency, please contact your instructor right away.

#### *Handing in Assignments*

All assignments must be submitted by the deadline on the due date to receive full credit. If you are unable to submit the assignment through Blackboard for any reason, you must email your assignment to the instructor or teaching assistant by the deadline. No exceptions. Please see the course policies below regarding late assignments. \*IMPORTANT: Assignment file name: Do not put any extra characters (such as # or : ) in the file name. Save the file with the following format: LastnameFirstname.doc and **ensure your file is a .doc, .docx, .txt, or .pdf**. Other file types cannot be read in Blackboard and thus will not be graded. All assignments will be scanned for plagiarism.

#### **Absences**

All coursework is completed in an online setting, and thus physical attendance is not required. Required assignments must be completed by the deadlines outlined in the Course Schedule. If a student has another engagement on the date of an assignment deadline, assignments may be completed in advance. The policy for excuses for late assignments is outlined above. Requests for excused late assignments related to religious observances/practices that are in accordance with ACD 304-04 "Accommodations for Religious Practices" or related to university sanctioned events activities that are in accord with ACD 304-02 "Missed Classes Due to University-Sanctioned Activities" should follow the same procedure described above.

#### **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>

#### **Expected classroom behavior**

In the online course platform, students are expected to be courteous and show respect to their fellow classmates, teaching assistant, and instructor in all discussion fora and other forms of communication. Please avoid emoticons, abbreviations, or all capital letters. Note that it can often be difficult to read someone's tone on a discussion board or via email; students should monitor their messages to ensure that they are respectful and appropriate. Any disrespectful, threatening, or inappropriate posts will be removed and the author will be subject to disciplinary action.

#### **Policy against threatening behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

#### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <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 (including yourself if submitted for a previous class).

**Note:** Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

#### **Prohibition of Commercial Note Taking Services**

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

#### **Student Support and Disability Accommodations**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <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.

#### **Drop and Add Dates/Withdrawals**

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#) and [Drop/Add and Withdraw](#).

#### **Email Communications**

All email communication for this class will be done through your ASU email account. Your email communications should be [professional](#) and succinct. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), 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 contact the [help desk](#).

#### **Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

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.

#### **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. Students should only request a letter of recommendation if s/he meets the following minimum criteria.

- Has taken *more than* one in-person (upper-division) class with me if it is lecture, or have taken *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 course(s) taken with me
- Has spoken with me directly outside of class about career/academic goals

Note that if you meet these minimums it doesn't 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 of to whom and where the letter is to be sent (e.g. email address or if it 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 (don't just assume you can keep putting my name down if I have only agreed to write one letter for you).

**Outline of Readings and Assignments – Due dates can be found in the Course Schedule**

## **Module 1 – What is Archaeology?**

### **Learning Objectives**

- Consider what archaeologists study and how
- Evaluate why studies of human behavior in the past are important
- Recognize how material culture is investigated and interpreted

### **Readings**

- Fagan (2012) *Ancient Lives*, Chapter 1, Introducing Archaeology and Prehistory, p. 4-29.
- Fagan (2012) *Ancient Lives*, Chapter 3, Acquiring the Record, p. 58-88
- Fagan (2012) *Ancient Lives*, Chapter 7, Explaining the Past, p. 177-202

### **Lectures**

- Smith, M. – Archaeology and Cultural Evolution
- Marean, C. – Finding and Excavating Archaeological Sites
- Michelaki, K. – Dating Methods
- Smith, M. – Explaining the Past

### **Videos**

- Decoding Danebury (BBC) – Examines excavations at the Iron Age site of Danebury, showing archaeological methods in practices and what and why archaeologists do what they do.

### **Assignments Due**

- Archaeology of a Modern Activity

## **Module 2 – How Did Early Humans Live?**

### **Learning Objectives**

- Consider what makes humans different from other animals
- Assess the scientific evidence for how such differences emerged
- Reflect on what makes us human

### **Readings**

- Fagan (2012) *Ancient Lives*, Chapter 8, Human Origins, p. 207-236
- Fagan (2012) *Ancient Lives*, Chapter 9, African Exodus, p. 237-263
- Fagan (2012) *Ancient Lives*, Chapter 10, The Great Diaspora, p. 265-293

### **Lectures**

- Marean, C. – Foundations of Our Unique Species
- Marean, C. – The Emergence of Modern Humans
- Barton, M. – Tools from Stone
- Barton, M. – Colonizing New Worlds

### **Videos**

- ASU Flintknapping Demonstration – Examine the creation of stone tools and reflect on the discussion of the skills needed to make a few different kinds of tools
- Ötzi: Iceman Murder Mystery (PBS NOVA) Implications of evidence from the study of a mummy discovered in a European glacier.

### **Assignments Due**

- Module 2 Discussion: Technological Innovations
- Quiz 1: How Did Early Humans Live?

## **Module 3 – Why Did People Start Farming?**

### **Learning Objectives**

- Examine the evidence that shows how plants became domesticated
- Consider the effects of agriculture on humans
- Survey the additional technologies that resulted from the adoption of agriculture

### **Readings**

- Fagan (2012) *Ancient Lives*, The Earliest Farmers, p. 299-314
- Fagan (2012) *Ancient Lives*, The Story of Maize, p. 383-387
- Fagan (2012) *Ancient Lives*, Ceramics, Metallurgy, and Textiles, p. 97-107
- Fagan (2012) *Ancient Lives*, Subsistence: Making a Living, p. 107-122

- Fagan (2012) *Ancient Lives*, Individuals and Interactions, p. 129-136
- Fagan (2012) *Ancient Lives*, The Archaeology of Death, p. 157-158
- Diamond, Jared (1987) The Worst Mistake in the History of the Human Race. *Discover Magazine*, May 1987, p. 64-66.

#### Lectures

- Barton, M. – What it Means to Farm
- Michelaki, K. – The Neolithic and the Process of Domestication in the Near East
- Nelson, B. – Maize and Turkeys in Mesoamerica
- Michelaki, K. – Archaeological Ceramics
- Spielmann, K. – Flora and Fauna
- Knudson, K. - Bioarchaeology

#### Assignments Due

- Assignment 2: Join the Neolithic Revolution

### **Module 4 – Ancient Native Americans**

#### Learning Objectives

- Examine the evidence that indicates who built the earthen mounds in the US Midwest
- Reflect on the occupation of the impressive pueblos of the US Southwest
- Evaluate the nature of the Chaco Canyon site and phenomenon

#### Readings

- Fagan (2012) *Ancient Lives*, Moundbuilders in Eastern North America, p. 393-401
- Fagan (2012) *Ancient Lives*, The North American Southwest, p. 387-393
- Stewart, T. (2003) Understanding Chaco Canyon, *American Archaeology* 7:12-19.
- Noble, D. (1997) Not All Roads Lead to Chaco, *American Archaeology* 1:6-12.
- Fish, S. and P. Fish (2008) Introduction. *The Hohokam Millennium*, p. 1-11. SAR Press.
- Kingsolver, B. (2003) The Spaces Between, *High Tide in Tucson*, p. 146-157.

#### Lectures

- Spielmann, K. – Hopewell
- Spielmann, K. – Cahokia
- Kintigh, K. – Chaco Canyon Phenomenon
- Abbott, D. – The Ancient Hohokam: Large Scale Economies in the Sonora Desert
- Abbott, D. – Hohokam Pottery and Their Regional Economy
- Hegmon, M. – Pueblos in the US Southwest: Past to Present

#### Assignments Due

- Module 4 Discussion: Artifact Analysis and Cultural Understanding
- Quiz 2: Ancient Native Americans

### **Module 5 – The First Kings, Cities, and Laws**

#### Learning Objectives

- Evaluate how social inequality initially developed
- Examine the characteristics of state-level societies
- Consider the types of technological innovations that accompanied the development of cities

#### Readings

- Fagan (2012) *Ancient Lives*, Chapter 12, The First Civilizations, p. 327-355.
- Fagan (2012) *Ancient Lives*, Chapter 13, Early Asian Civilizations, p. 356-373
- Fagan (2012) *Ancient Lives*, Andean Civilizations, The Middle Horizon: Tiwanaku and Wari, p. 441-444
- Fagan (2012) *Ancient Lives*, Andean Civilizations, The Late Intermediate Period, Sicán and Chimú, p. 444-446

#### Lectures

- Smith, M. – States and the Urban Revolution
- Michelaki, K. – Mesopotamia
- Smith, M. – Tour of Ancient States
- Nelson, B. – Teotihuacan: Great City of the Ancient Americas



- Smith, M. – The Inka Empire
- Knudson, K. - Tiwanaku

#### Virtual Field Trip

- ASU Virtual Field Trip of Teotihuacan

#### Assignments Due

- Assignment 3: Material Evidence for a State-Level Society

### Module 6 – Were Past Societies Sustainable?

#### Learning Objectives

- Reflect on what defines long-term sustainability
- Consider what we can learn about sustainability today from past societies
- Assess the concept of societal collapse

#### Readings

- Fagan (2012) *Ancient Lives*, Chapter 15, Mesoamerican Civilizations
- Smith, M. (2005) Life in the Provinces of the Aztec Empire, *Mysteries of the Ancient Ones*, p. 90-97. Scientific American: New York.

#### Lectures

- Smith, M. – The Maya: Jungle Living
- Smith, M. – Life in Aztec Communities
- Michelaki, K. – Technology
- Morehart, C. – Impact of Complex Society on the Environment of the New World

#### Videos

- The Great Inca Rebellion (NOVA/National Geographic). Presents new evidence about the final days of the once-mighty Inca Empire.

#### Assignments Due

- Module 6 Discussion: Lessons from the Past
- Quiz 3: Were Past Societies Sustainable?

### Module 7 – Archaeology Today

#### Learning Objectives

- Consider how archaeologists engage with contemporary descendant communities
- Examine how the archaeological record of sites and artifacts is treated today
- Reflect on the value and uses of archaeological knowledge in today's world
- Consider how ownership of the past should be determined

#### Readings

- Fagan (2012) *Ancient Lives*, Chapter 17, So You Want to Become an Archaeologist, p. 454-463
- Fagan (2012) *Ancient Lives*, An Archaeologist's Ethical Responsibilities, p. 37
- Kintigh, K. (2003) The Native American Graves Repatriation and Protection Act, *Encyclopedia of Archaeology* 3:1657-1659.
- Gregory, D., and D. Wilcox (2008) Exploring Zuni Origins. *Archaeology Southwest* 22:1-3.
- Pollard, L. (2004) Clamping Down on the Looting Trade. *BBC*.
- McManamon, F. (2005) Managing Archaeological Resources. *Handbook of Archaeological Methods*, p. 1227-1255. AltaMira Press.
- Erickson, C. (1988) Raised Field Agriculture in the Lake Titicaca Basin. *Expedition* 30:8-16.

#### Lectures

- Kintigh, K. – Descendant Communities
- Smith, M. – Destruction of Archaeological Sites
- McManamon, F. – Managing Archaeological Resources
- Smith, M. – Lessons from the Dirt

#### Videos

- Bones of Contention: Native American Archaeology. TED. Describes one company's effort to digitally preserve culturally important sites around the world.

#### Assignments Due

- Final Exam

# Ancient Lives

An Introduction  
to Archaeology and Prehistory

FIFTH EDITION

**Brian M. Fagan**

*University of California, Santa Barbara*

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# Contents

Preface xxi

Author Notes xxvii

About the Author xxix

## Part I Archaeology: Studying Ancient Times 1

**SPECIAL FEATURE: CONSERVATION OF SITES AND FINDS 2**

### Chapter 1 Introducing Archaeology and Prehistory 4

**How Archaeology Began 6**

The Discovery of Early Civilizations 7

*DISCOVERY: Austen Henry Layard at Nineveh 8*

The Antiquity of Humankind 8

The Origins of Scientific Archaeology 9

**Archaeology and Prehistory 11**

**Prehistory and World Prehistory 13**

*DISCOVERY: A Short Guide to Archaeological  
Diversity 14*

**Major Developments in Human Prehistory 16**

**Why Are Archaeology and World Prehistory  
Important? 19**

Mysteries of the Past 19

*DOING ARCHAEOLOGY: Pseudoarchaeology, or You, Too,  
Can Be an Armchair Indiana Jones! 20*

The Powerful Lure of the Past 21

Archaeology and Human Diversity 22

Archaeology as a Political Tool 23

Archaeology and Economic Development 24

Garbagology 24

**Who Needs the Past? 25**

*SITE: Inyan Ceyaka Atonwan, Minnesota 27*

Summary 28  
Key Terms and Sites 28  
Critical-Thinking Questions 29

## Chapter 2 The Record of the Past 30

The Goals of Archaeology 31  
Constructing Culture History 31  
*DISCOVERY: The Folsom Bison Kill Site, New Mexico* 32  
Reconstructing Ancient Lifeways 33  
*DISCOVERY: Sounds of the Past* 34  
Explaining Cultural Change 36  
Stewardship: Preserving the Past 36

The Process of Archaeological Research 36  
*DOING ARCHAEOLOGY: An Archaeologist's Ethical Responsibilities* 37  
Research Design 38  
Data Acquisition 39  
Analysis 39  
Interpretation 40  
Publication and Curation 40

What Is Culture? 41

The Archives of the Past: The Archaeological Record 43

Preservation Conditions 45  
A Waterlogged Site: Ozette, Washington 46  
A Dry Site: Puruchucho-Huaquerones, Peru 46  
Cold Conditions: Nevado Ampato, Peru 48  
Volcanic Ash: Cerén, El Salvador 49

Context 49  
*DISCOVERY: Tragedy at Cerén, El Salvador* 50  
Time and Space 52  
The Law of Association 52  
The Law of Superposition 54

Summary 56  
Key Terms and Sites 56  
Critical-Thinking Questions 57





<b>Chapter 3</b>	<b>Acquiring the Record</b>	<b>58</b>
	<b>DISCOVERY: Recording the Behistun Inscription, Iran</b>	60
	<b>How Do You Find Archaeological Sites?</b>	61
	Accidental Discoveries	61
	Remote Sensing: Google Earth and other Delights from Above	63
	<b>Back to (Real) Earth: Ground Survey</b>	64
	Settlement Patterns and Settlement Archaeology	65
	<b>SITE: Teotihuacán, Mexico</b>	68
	<b>How Do You Dig Up the Past?</b>	70
	The Ethical Responsibilities of the Excavator	70
	Research Design and Problem-Oriented Excavation	71
	Types of Excavation	74
	Vertical and Horizontal Excavation	75
	<b>DOING ARCHAEOLOGY: Archaeological Sites</b>	78
	Excavation as Recording	80
	<b>How Old Is It?</b>	81
	Relative Chronology	81
	Chronometric Dating	83
	<b>DOING ARCHAEOLOGY: Dating the Past</b>	86
	<b>Summary</b>	86
	<b>Key Terms and Sites</b>	88
	<b>Critical-Thinking Questions</b>	88
<b>Chapter 4</b>	<b>How Did People Live?</b>	<b>89</b>
	<b>Technologies of the Ancients</b>	90
	Stone	90
	Bone, Antler, and Ivory	91
	<b>DOING ARCHAEOLOGY: Classifying Artifact Types</b>	92
	Wood	94
	<b>DOING ARCHAEOLOGY: Lithic Analysis</b>	96
	Clay (Ceramics)	97
	Metals and Metallurgy	100
	<b>DOING ARCHAEOLOGY: Ceramic Analysis</b>	101
	Basketry and Textiles	105
	<b>SITE: Ancient Wine at Abydos, Egypt</b>	107



**Subsistence: Making a Living** 107  
    *DOING ARCHAEOLOGY: Studying Ancient Subsistence* 108  
    Animal Bones 108  
    Plant Remains 116  
    *DOING ARCHAEOLOGY: Flotation Methods* 118  
    Fishing and Fowling 120  
    Reconstructing Ancient Diet 121  
**Summary** 123  
**Key Terms and Sites** 124  
**Critical-Thinking Questions** 124

## Part II Ancient Interactions 125

### SPECIAL FEATURE: MAJOR DEVELOPMENTS IN ARCHAEOLOGY SINCE 1798 126

## Chapter 5 Individuals and Interactions 128

### **An Individual: Ötzi the Ice Man** 129

### **Social Ranking** 130

*DOING ARCHAEOLOGY: The Law Code of Hammurabi  
of Babylon, 1760 B.C.* 131

*SITE: The Sepulcher of the Maya Lord Pacal, Palenque,  
Mexico* 132

### **Gender: Men and Women** 135

*Grinding Grain at Abu Hureyra, Syria* 135

*The Engendered Past* 136

### **Ethnicity and Inequality** 137

Ideologies of Domination 137

Artifacts, Social Inequality, and Resistance 137

*DISCOVERY: War Casualties at Thebes, Egypt* 139

### **Trade and Exchange** 140

Types of Exchange and Trade 141

Sourcing 142

A Unique Portrait of Ancient Trade: The Uluburun Ship 143

*DOING ARCHAEOLOGY: Obsidian Sourcing* 144

Summary	147
Key Terms and Sites	148
Critical-Thinking Questions	148

## Chapter 6 Studying the Intangible 149

A Framework of Common Belief	150
<i>DISCOVERY: Shang Oracle Bones, China</i>	152
Ethnographic Analogy and Rock Art	153
<i>DOING ARCHAEOLOGY: Copying South African Rock Paintings</i>	155
The Archaeology of Death	157
Artifacts: The Importance of Context	159
Artifacts and Art Styles	160
<i>SITE: The Shrine at Phylakopi, Greece</i>	161
<i>DOING ARCHAEOLOGY: The Ancient Maya World through Glyphs</i>	164
Sacred Places	165
Astroarchaeology and Stonehenge	169
Southwestern Astronomy and Chaco Canyon	171
Summary	175
Key Terms and Sites	175
Critical-Thinking Questions	176

## Chapter 7 Explaining the Past 177

Culture History	178
Constructing Culture History	179
Synthesis	179
A Hierarchy of Archaeological Units	180
Descriptive Models of Cultural Change	180
Inevitable Variation	181
Cultural Selection	181
<i>DOING ARCHAEOLOGY: A Hierarchy of Archaeological Entities</i>	182
Invention	182

Diffusion 183

Migration 183

**Analogy 185**

**DISCOVERY: A Tale of Two Maya Women: Waka, Guatemala** 186

**Archaeology by Observation and Experiment 188**

Ethnoarchaeology 189

Experimental Archaeology 190

**Explaining Cultural Change 191**

Cultural Systems and Cultural Processes 192

**DOING ARCHAEOLOGY: Deductive and Inductive Reasoning** 193

Processual Archaeology 193

**People, Not Systems 196**

**SITE: Guilá Naquitz Cave, Mexico** 197

Cognitive-Processual Archaeology 198

The Issue of Complexity 200

**Change and No Change 200**

**Summary 201**

**Key Terms and Sites 202**

**Critical-Thinking Questions 202**

## **Part III The World of the First Humans 203**

**SPECIAL FEATURE: THE ARCHAIC WORLD 204**

### **Chapter 8 Human Origins 207**

**The Great Ice Age (c. 2.5 Million to 15,000 Years Ago) 208**

**Early Primate Evolution and Adaptation 210**

The Primate Order 210

**"Coming Down from the Trees" 211**

**The Fossil Evidence for Human Evolution (7 Million to 1.5 Million Years Ago) 213**

The Earliest Known Hominin: Toumaï, *Sahelanthropus tchadensis* 213

**What Is *Australopithecus*? 214**

*Ardipithecus ramidus* 214

*Australopithecus anamensis* and *Australopithecus afarensis* 215

### All Kinds of Australopithecines (3 Million to 2.5 Million Years Ago) 217

Gracile Australopithecines: *Australopithecus africanus* 217

DOING ARCHAEOLOGY: Potassium-Argon Dating 218

Robust Australopithecines: *A. aethiopicus*, *A. boisei*, and *A. robustus* 218

*Australopithecus garhi* 219

### Early Homo: *Homo Habilis* (2.5 Million to 2 Million Years Ago) 220

A Burst of Rapid Change? 221

### Who Was the First Human? 221

### The Earliest Human Technology 224

SITE: Olduvai Gorge, Tanzania 226

Hunters or Scavengers? 227

Plant Foraging and Grandmothering 229

The Earliest Human Mind 232

The Development of Language 233

The Earliest Social Organization 234

Summary 235

Key Terms and Sites 236

Critical-Thinking Questions 236

## Chapter 9 African Exodus 237

Ice Age Background 238

*Homo ergaster* in Africa 239

*Homo erectus* (c. 1.9 Million to c. 200,000 Years Ago) 241

Radiating Out of Africa 241

*Homo erectus* in Asia 243

The Lifeway of *Homo erectus* 243

Hand Axes and Choppers 245

Language 248

**Archaic *Homo sapiens* (c. 400,000 to 130,000 Years Ago) 248**

*Archaic Homo sapiens: Homo heidelbergensis* 248

**The Neanderthals (c. 200,000 to 30,000 Years Ago) 249**

*SITE: A 400,000-Year-Old Hunt at Schöningen, Germany* 250

**The Origins of Modern Humans (c. 180,000 to 150,000 Years Ago) 254**

Continuity or Replacement? 256

Molecular Biology and *Homo sapiens* 257

**DOING ARCHAEOLOGY: DNA and Prehistory** 258

Ecology and *Homo sapiens* 259

**Out of Tropical Africa** 261

Summary 262

Key Terms and Sites 263

Critical-Thinking Questions 263

**Part IV Modern Humans Settle the World 265**

**SPECIAL FEATURE: THE SPREAD OF MODERN HUMANS TO 12,000 YEARS AGO 266**

**Chapter 10 The Great Diaspora 269**

**The Late Ice Age World (50,000 to 15,000 Years Ago) 271**

**DOING ARCHAEOLOGY: Radiocarbon Dating** 273

**The Peopling of Southeast Asia and Australia (c. 50,000 to 15,000 Years Ago) 273**

**Late Ice Age Europe: The Cro-Magnons (45,000 to 15,000 Years Ago) 275**

Subsistence 275

Cro-Magnon Technology 277

Cro-Magnon Art 278

**Hunter-Gatherers in Eurasia (35,000 to 15,000 Years Ago) 281**

**DISCOVERY: Grotte de Chauvet, France** 282

**East Asia (35,000 to 15,000 Years Ago) 284**  
 Sinodonty and Sundadonty 285

**Early Human Settlement of Siberia (Before 20,000 to 15,000 Years Ago) 286**

**The First Americans (Before 15,000 Years Ago to 11,000 B.C.) 286**  
 Settlement before 30,000 Years Ago? 287  
*SITE: Monte Verde, Chile* 288  
 Settlement after 15,000 Years Ago? 289

**The Clovis People (c. 11,200 to 10,900 B.C.) 291**  
 Summary 292  
 Key Terms and Sites 293  
 Critical-Thinking Questions 293

**Part V The First Farmers and Civilizations 295**

**SPECIAL FEATURE: EARLY FOOD PRODUCTION 296**

**Chapter 11 The Earliest Farmers 299**

After the Ice Age 300

**Changes in Hunter-Gatherer Societies 301**  
 Social Complexity among Hunter-Gatherers 301  
*DISCOVERY: Hunter-Gatherers at Modoc Rockshelter, Illinois* 303

**Origins of Food Production 304**

**Consequences of Food Production 306**  
*DOING ARCHAEOLOGY: Accelerator Mass Spectrometry (AMS) Radiocarbon Dating* 307

**The First Farmers in Southwestern Asia 311**  
*DOING ARCHAEOLOGY: Domesticating Wheat and Barley* 312  
 Egypt and the Nile Valley 314  
 Early Agriculture in Anatolia 315  
 European Farmers 315

**Early Agriculture in South and East Asia** 317

The Indus Valley 317

Rice Cultivation in Southern China 317

*SITE: Ritual Buildings in Southeastern Turkey* 318

*SITE: Easton Down and the Avebury Sacred Landscape, England* 321

The First Farmers in Northern China 322

**Navigators and Chiefs in the Pacific (2000 B.C. to Modern Times)** 323

Summary 325

Key Terms and Sites 326

Critical-Thinking Questions 326

**Chapter 12 The First Civilizations 327**

**SPECIAL FEATURE: OLD WORLD CIVILIZATIONS 328**

**What Is a State-Organized Society?** 331

Cities 331

**Theories of the Origins of States** 332

**The Collapse of Civilizations** 337

**Early Civilization in Mesopotamia (5500 to 3100 B.C.)** 338

The First Cities: Uruk 338

**The Sumerians (c. 3100 to 2334 B.C.)** 339

*DISCOVERY: The Temple at Eridu, Iraq* 340

*DOING ARCHAEOLOGY: The Sumerians* 343

**Ancient Egyptian Civilization (c. 3100 B.C. to 30 B.C.)** 344

Predynastic Egypt: Ancient Monopoly? (5000 to 3100 B.C.) 344

Dynastic Egyptian Civilization (c. 3100 to 30 B.C.) 346

*SITE: The Step Pyramid at Saqqara* 348

*DOING ARCHAEOLOGY: Ahmose, Son of Ebana* 353

Summary 354

Key Terms and Sites 355

Critical-Thinking Questions 355

**Chapter 13 Early Asian Civilizations 356**

**South Asia: The Harappan Civilization (c. 2700 to 1700 B.C.) 358**

↳ Mature Harappan Civilization 359

**South Asia after the Harappans (1700 to 180 B.C.) 361**

**The Origins of Chinese Civilization (2600 to 1100 B.C.) 362**

Royal Capitals 363

Royal Burials 364

Bronze Working 365

Shang Warriors 365

**The War Lords (1100 to 221 B.C.) 366**

*DISCOVERY: The Burial Mound of Emperor Shihuangdi, China* 367

**Southeast Asian Civilization (A.D. 1 to 1500) 368**

The Angkor State (A.D. 802 to 1430) 369

*SITE: Angkor Wat, Cambodia* 370

Summary 372

Key Terms and Sites 373

Critical-Thinking Questions 373

**Part VI Ancient America 375**

**SPECIAL FEATURE: NATIVE AMERICAN CIVILIZATIONS 376**

**Chapter 14 Maize, Pueblos, and Mound Builders 378**

North America after First Settlement 379

*SITE: The Olsen-Chubbock Bison Kill, Colorado* 381

**The Story of Maize 383**

Mesoamerica: Guilá Naquitz and Early Cultivation 383

The Earliest Maize 384

Andean Farmers 386

**The North American Southwest (300 B.C. to Modern Times) 387**

*DOING ARCHAEOLOGY: Dendrochronology (Tree-Ring Dating)* 388

Hohokam, Mogollon, and Ancestral Pueblo 390



**Mound Builders in Eastern North America  
(2000 B.C. to A.D. 1650) 393**

- Adena and Hopewell 394
- The Mississippian Tradition 395
- SITE: Moundville, Alabama* 398

Summary 401

Key Terms and Sites 402

Critical-Thinking Questions 402

**Chapter 15 Mesoamerican Civilizations 403**

**The Olmec (1500 to 500 B.C.) 404**

**Ancient Maya Civilization (Before 1000 B.C.  
to A.D. 1519) 407**

- Beginnings (Before 1000 to 300 B.C.) 407
- Kingship 409

**Classic Maya Civilization (A.D. 300 to 900) 410**

- The Classic Maya Collapse 412

**The Rise of Highland Civilization (1500 to  
200 B.C.) 413**

- DOING ARCHAEOLOGY: The Hieroglyphic Stairway  
at Copán* 414
- DOING ARCHAEOLOGY: Studying the Maya Collapse  
at Copán* 415

**Teotihuacán (200 B.C. to A.D. 750) 417**

- DOING ARCHAEOLOGY: Life in Teotihuacán's Barrios* 420

**The Toltecs (650 to 1200) 420**

**Aztec Civilization (1200 to 1521) 422**

- Tenochtitlán 423
- SITE: The Great Temple at Tenochtitlán* 424
- The World of the Fifth Sun 425
- The Aztec State 425
- The Spanish Conquest 427

Summary 427

Key Terms and Sites 428

Critical-Thinking Questions 428

<b>Chapter 16</b>	<b>Andean Civilizations</b>	<b>429</b>
	<b>The Maritime Foundations of Andean Civilization</b>	<b>432</b>
	<b>Coastal Foundations (2500 to 900 B.C.)</b>	<b>433</b>
	Caral	433
	El Paraíso	434
	<b>The Early Horizon and Chavín de Huántar (900 to 200 B.C.)</b>	<b>435</b>
	<b>The Initial Period</b>	<b>437</b>
	Irrigation Agriculture Inland (After 1800 B.C.)	438
	The Lake Titicaca Basin: Chiripa and Pukara (1000 B.C. to A.D. 100)	438
	<b>The Moche State (200 B.C. to A.D. 700)</b>	<b>439</b>
	<i>DISCOVERY: The Lords of Sipán, Peru</i>	440
	<b>The Middle Horizon: Tiwanaku and Wari (600 to 1000)</b>	<b>441</b>
	Tiwanaku	442
	Wari	442
	<b>The Late Intermediate Period: Sicán and Chimú (700 to 1460)</b>	<b>444</b>
	<b>The Late Horizon: The Inka State (1476 to 1534)</b>	<b>446</b>
	<b>The Spanish Conquest (1532 to 1534)</b>	<b>449</b>
	<i>SITE: Cuzco, the Imperial Inka Capital</i>	450
	<b>Summary</b>	<b>451</b>
	<b>Key Terms and Sites</b>	<b>452</b>
	<b>Critical-Thinking Questions</b>	<b>452</b>
<b>Part VII</b>	<b>On Being an Archaeologist</b>	<b>453</b>
<b>Chapter 17</b>	<b>So You Want to Become an Archaeologist</b>	<b>454</b>
	<b>Archaeology as a Profession</b>	<b>455</b>
	Deciding to Become an Archaeologist	456
	Gaining Fieldwork Experience	457
	Career Opportunities	457

Academic Qualifications and Graduate School 459

Thoughts on Not Becoming a Professional  
Archaeologist 459

Our Responsibilities to the Past 461

A Simple Code of Archaeological Ethics for All 462

Summary 462

Key Term 462

Critical-Thinking Questions 463

Glossary 464

References 474

Credits 475

Index 477

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