**Course information:**

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

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>School of Human Evolution &amp; Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix ASB</td>
<td>Number 222</td>
<td>Title: Buried Cities and Lost Tribes</td>
<td>Units: 3</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td>If yes, please identify course(s)</td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course</td>
<td></td>
</tr>
</tbody>
</table>

**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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Requested designation:** Global Awareness-G

**Mandatory Review:** (Choose one)

**Eligibility:**
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

**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, 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, 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)

<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Kaye Reed</th>
<th>Date: 3/22/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair/Director (Signature):</td>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>

Rev. 4/2015
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.

**ASU--[G] CRITERIA**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>GLOBAL AWARENESS [G]</strong></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>syllabus and textbook table of contents</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td>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.</td>
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<td></td>
<td></td>
<td>syllabus and textbook table of contents</td>
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<tr>
<td>b.</td>
<td></td>
<td>The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td></td>
<td></td>
<td>syllabus and textbook table of contents</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>syllabus and textbook table of contents</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>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.&quot;</td>
</tr>
<tr>
<td>Criteria (from checksheet)</td>
<td>How course meets spirit (contextualize specific examples in next column)</td>
<td>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
</tbody>
</table>

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 America.
| 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:
- 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
- TOTAL POINTS: 315 points
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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-/A/A+</td>
<td>89.5-92.4/ 92.5-99.4/ 99.5-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-/B/B+</td>
<td>79.5-82.4/ 82.5-87.4/ 87.5-89.4</td>
<td>Good</td>
</tr>
<tr>
<td>C/C+</td>
<td>69.5-77.4/ 77.5-79.4</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.4</td>
<td>Passing</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
</tr>
<tr>
<td>XE</td>
<td></td>
<td>Failure due to Academic Dishonesty</td>
</tr>
</tbody>
</table>

**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).

**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 cours(es) taken 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

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 practice 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

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
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

Lectures
- Spielmann, K. – Hopewell
- Spielmann, K. – Cahokia
- Kintigh, K. – Chaco Canyon Phenomenon
- Abbott, D. – The Ancient Hohokam: Large Scale Economies in the Sonoran 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

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
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
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
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

PEARSON
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