

## General Studies Request Form

---

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Proposal Contact Information

---

Submitter Name	Submitter Email	Submitter Phone Number
Christopher Stojanowski	cstojano@asu.edu	965-9813

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Human Evolution & Social Change (CHUMEVOL)

### Submission Information

---

Type of submission:

---

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

#### **What is Mandatory Review?**

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

### ASU Request

---

Is this request for a permanent course or a topic?

---

#### Permanent Course

Subject Code	Course Number	Units/Credit Hours
ASM	450	3

#### Course Information

Courses approved for General Studies require mandatory review every five years.

#### Course Title

---

Bioarchaeology

#### Course Catalog Description

---

Surveys archaeological and physical anthropological methods and theories for evaluating skeletal and burial remains to reconstruct biocultural adaptation and lifeways.

Is this a crosslisted course?

---

No

Is this course offered by another academic unit?

---

No

## General Studies

---

### Requested Designation

---

SB - Social-Behavioral Sciences

SB: Social-Behavioral Sciences

#### **Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

[Revised April 2014]

---

Note: The following types of courses are **excluded** from the "SB" area, even though they might give some consideration social and behavioral science concerns:

1. Courses with primarily arts, humanities, literary or philosophical content.
2. Courses with primarily natural or physical science content.
3. Courses with predominantly applied orientation for professional skills or training purposes.
4. Courses emphasizing primarily oral, quantitative, or written skills.

An "SB" course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

#### "SB" Criteria 1

Course is designed to advance basic understanding and knowledge about human interaction.

Identify the submitted documentation that provides evidence.

---

Syllabus (modules 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32), Mays chapters 5, 6, 10, 11, Readings yellow highlighted.

How does this course meet the spirit of this criteria?

---

This course uses data from human remains excavated from archaeological sites to understand mobility, mate exchange, marriage practices, individual and group level identity, and social organization in past societies.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

---

The course introduces isotopic methods, biological distance methods, long bone cross-sectional geometry, and body modification as tools for studying human interaction based on specific case studies grounded in regional histories and the archaeological record (modules 10-18). For example, movement and interaction is inferred using isotopic data to identify migrants into urban centers in medieval England and pre-Hispanic Peru as well as to identify first generation African slaves in the New World (module 10, 20, 28, 30). In these cases, the archaeological record and cemetery context provide information on how these migrants were incorporated in the society into which they moved, with linkages to studies of inequality, xenophobia, and in group-outgroup behavior. These same data also speak to how communities organized themselves on the landscape, which affects patterns of interaction at the baseline level. For example, discussing my own research on the Middle Holocene of northern Africa, bioarchaeological data (modules 18, 19, 20) are used to reconstruct how indigenous hunter-gatherers interacted with emergent pastoralist communities (modules 28, 29, 30) in the Sahara. Importantly, the class emphasizes the social outcomes of these interactions – did health and well-being decline? If so, for whom and why? Did these interactions increase or decrease inequality (modules 21, 30, 31, 32)? Other important aspects of human interactions are marriage practices and the movement of individuals to different communities as a result of post-marital residence practices (module 18, 26). This is inferred using phenotypic analyses of heritable skeletal variation and isotopic data on life course mobility (modules 18, 20). Cross-cultural anthropological surveys indicate considerable information can be inferred in past societies based on residence practices. The co-habitation of specific groups (sisters, brothers, etc.) structures the nature of human interaction within that community, which in turn structures interactions between communities (modules 16, 17, 18, 20). Finally, another example of this course's emphasis on interaction is through the study of individual and group level identity in the past (modules 23, 24, 25, 26). Identity is about signaling (inter-personal interaction) and inter-group dynamics (community interaction) as part of the social and political landscape. In this class we use case studies to study how ethnic identity manifest in different prehistoric contexts, whether the presence of a state level society was critical for structuring this dynamic, and how patterns of interaction result in identity transformation through time. We define interaction at different scales of analysis, from inter-personal to community level, to grand patterns of interaction such as the movement of entirely new peoples into a region (spread of agricultural communities into Europe, for example – modules 28, 30, 31).

Throughout the class we emphasize the global human experience of social phenomenon and use archaeological data to place humans within social landscapes and to understand how these landscapes transformed over time, often as a direct result of changes in the nature and scale of social interactions.

## "SB" Criteria 2

Course content emphasizes the study of social behavior such as that found in:

---

Anthropology

Identify the submitted documentation that provides evidence.

---

Syllabus (modules 1, 2, 3, 4, 5, 10, 11, 14, 15, 16, 17, 19-34, Mays chapters 4, 5, 6, 8, 9, 10, 11, Readings (all are pertinent). Syllabus not highlighted because all sections are relevant.

How does this course meet the spirit of this criteria?

---

This course emphasizes the study of social behavior defined from an anthropological perspective that is context-specific, historically embedded, and broadly comparative in orientation. The combination of these perspectives provides a uniquely anthropological perspective that weds deep time with the present through the lens of the archaeological record.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

---

Bioarchaeology is a new discipline, born during the 1970s from a combination of archaeology and biological anthropology (modules 1, 2, 3). As such, the entire class studies social behavior from an anthropological and archaeological perspective. It is important to stress that bioarchaeology is NOT skeletal biology,

though the fundamentals of both disciplines are the same – the biology of the skeleton (modules 4, 5) – which is the core of the first unit. However, bioarchaeology is aligned with the social sciences because it uses biological information to reconstruct the social life and life courses of peoples in past societies and it does so across multiple time scales and in a global perspective (modules 19-34). Bioarchaeology attempts to understand how past societies were organized (module 19, 20, 30, 31, 32), how individuals expressed a sense of identity (module 25, 26), how community identities emerged and were transformed (module 24), and how diet, health and well-being varied alongside different modes of subsistence, social organizations, and political hierarchies (modules 30, 31, 32). Anthropological perspectives focus on non-Western, non-modern contexts, but do so with the goal of providing actionable insights into modern Western contexts. Anthropological perspectives use deep time perspectives, multi-scalar perspectives, and comparative approaches to understand the fundamental basis of human social phenomena. The course covers the following specific examples of social behavior: dietary practices and how communities were organized around these needs (modules 10, 11, 14, 15, 16, 19, 30, 31, 32), warfare and conquest and its effects on indigenous communities' lifestyles and societies (modules 29, 30, 31), patterns of mobility across the life course and how this affected group interaction (modules 16, 17, 20), body modification behaviors and how these signaled status, individual, and group identity (modules 23, 24, 25, 26, 32), and funerary behaviors and what these reflect about ancient belief systems (modules 26, 27, 33).

### "SB" Criteria 3

Course emphasizes:

---

b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis)

Identify the submitted documentation that provides evidence.

---

Syllabus (modules 4-18, 29-34), Mays chapters 3-11 , Readings (green highlighted).

How does this course meet the spirit of this criteria?

---

Bioarchaeology is a unique method of inquiry that weds human skeletal biology with archaeological questions about past human societies. The record of human biology that is reconstructed from the skeletal tissues is distinct from the material record of the past (archaeology), historical records, and artistic representations. The body records one's life experiences in indelible ways that are often unknown to the individual, thus protecting these signatures from biases of representation.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

---

Through the study of human skeletal remains this course provides unique perspectives on multiple issues of importance to the social sciences. For example, we seek to understand the social lives of humans in past societies that lacked written records, and in many ways there is no other way to reconstruct social behavioral practices in these societies. "Social lives" refers to aspects of individual and group identity, mobility and interaction, the life course, and funerary behaviors. For example, module 29 provides insights into the causes of conflict and warfare in the past and present, which includes explorations of the history of inter-personal violence and the social context in which it occurred. In module 30, we discuss major transitions in human societies coincident with changes in group organization (mobile, sedentary, dense and urban). This perspective is carried further in module 31 where we discuss how human societies were affected by colonialism and imperialism (both the imperial and recipient societies), which builds into general discussions of the emergence of social inequality and hierarchy (module 32). All of the topics link directly with "grand challenges" in the social sciences – understanding the origins of social complexity, hierarchy, and different forms of community and society. In a different realm, module 33 discusses funerary practices in a cross-cultural perspective that provides knowledge about how past societies coped with mourning and loss. All of these higher order inferences are built on more methodological foci in modules 4-18, which fit the criterion of being "distinct" in having a basis in skeletal biology that is put to the task of addressing social science questions in the past. To reiterate, much of the knowledge

discussed in this class is not knowable through alternative approaches, which makes this SB designation important for students' understanding of deep time connections and fundamental baselines of our current understanding of social behaviors.

"SB" Criteria 4

Course illustrates use of social and behavioral science perspectives and data.

Identify the submitted documentation that provides evidence.

---

Syllabus (modules 10, 11, 12, 14, 15, 16, 19-34), Mays chapters 1-10, A;; additional readings (gray highlighted).

How does this course meet the spirit of this criteria?

---

This course illustrates the use of social and behavioral science perspectives and data through discussions of theoretical approaches for investigating social science research questions and readings, lectures, and assignments that emphasize data collection and analysis for making evidence-based claims about human societies in the past. A key element of the course is the use of middle-range theory.

Provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

---

This course emphasizes middle-range theory, that is, theory that links the observable data collected from human remains to social science phenomenon. These linkages are detailed throughout the second half of the course in modules 19-34. A key aspect of the course is considering how we can infer aspects of social organization, identity, funerary beliefs, and interaction patterns through the material remains of past bodies and their biological signatures. This component of the course is a powerful learning outcome because it teaches students to consider the link between data and social science questions that is transferable to other fields. In addition, the course details the behavioral perspectives provided by archaeological data sets, in general, and bioarchaeological data sets, in particular. Such insights are unlikely to be duplicated in other courses because of the unique linkages between human biology and social behavior manifest in the human skeleton. For example, using isotopic methods (modules 16,20), osteobiographic data (module 26), and inferences from body modification (module 23) we discuss how one identifies first generation African immigrants to the New World and then link these individuals to interpretations of health and diet (modules 10, 11, 12, 14, 15), activity patterns (modules 17) and trauma (module 13) to understand the social position of Africans within the colonial communities in which they lived. In another example, we explore how disability and health status can be used to understand notions of "care" in early agricultural communities of Vietnam and what this implies about the social safety net in the past. In essence, this class takes baseline observations (sex, age, diet, mobility, activity patterns, biological relatedness, health and disease) and links these to social questions on identity, landscape, community organization, violence, inequality, life style transitions, and grief and mourning.

Attach a sample syllabus for this course or topic, including the list of any required readings.

---

[5 ASM 450 Syllabus.pdf](#)

Attach the table of contents from any required textbook(s).

---

[6 Mays 2010 ToC\\_SB.pdf](#)

Attach any other materials that would be relevant or helpful in the review of this request.

---

No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Stojanowski - January 12, 2023 at 2:59 PM (America/Phoenix)

---

## Department Approval

Approved

Christopher Stojanowski - January 12, 2023 at 3:00 PM (America/Phoenix)

I am the submitter, course instructor, and school director.

---

## Provost's Office Review

Sent Back

April Randall

Joni Lochtefeld - January 17, 2023 at 2:05 PM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEn-Nu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEn-Nu34Z35S8CrAEVk/)

---

## Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Stojanowski - January 17, 2023 at 6:33 PM (America/Phoenix)

---

## Department Approval

Approved

Christopher Stojanowski - January 17, 2023 at 6:34 PM (America/Phoenix)

---

## Provost's Office Review

Sent Back

April Randall

Joni Lochtefeld - February 14, 2023 at 10:54 AM (America/Phoenix)

Per the instructions on the form, current syllabus information must also be entered in Quali Curriculum Management (CM). If you don't have access to Quali CM, you'll need to work with your unit and coordinate with the individual(s) able to submit Quali CM course proposals. Please see the General Studies Request FAQ for more information: [https://docs.google.com/document/d/1BF\\_lpZ4neXWRQgZfXj-5ILS07EEn-Nu34Z35S8CrAEVk/](https://docs.google.com/document/d/1BF_lpZ4neXWRQgZfXj-5ILS07EEn-Nu34Z35S8CrAEVk/)

---

## Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Stojanowski - February 14, 2023 at 11:08 AM (America/Phoenix)

---

## Department Approval

Approved

Christopher Stojanowski - February 14, 2023 at 11:09 AM (America/Phoenix)

---

## Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 15, 2023 at 2:29 PM (America/Phoenix)

---

## Social-Behavioral Sciences Mandatory Review

Acknowledgement Requested

Michael Mokwa - March 1, 2023 at 12:09 PM (America/Phoenix)

Invite a Re-submission with a Substantial Revision: This is a very interesting and relevant course. The proposal was developed and documented effectively. The syllabus and learning objects were also developed and presented effectively, and are aligned well with the proposal and coursework. While the course implicates considerations of interactive human behaviors and societal perspectives, the dominant focus of the course as presented is technical and methodological, not behavioral, as it is currently developed. The study of humans interacting is not a dominant focus in the material or the students' work. To quality, interactive human behaviors must be the dominant theme and pervade the course content and work.

L. Wallace

Michele Devine

---

## General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

---

## Proposer Notification

Notification

Christopher Stojanowski

---