

This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.

ASB 222: BURIED CITIES AND LOST TRIBES
Spring 2013
Class Number: 10013

Course Meetings: Tuesdays and Thursdays, 4:30-5:45 pm, Murdock Lecture Hall 101

Instructor: Dr. Kostalena Michelaki

Office: SHESC 371

Contact Info: kmichela@asu.edu; (480) 965-6170

Office Hours: Tuesdays and Thursdays 2:00-3:00 pm or by appointment

Teaching Assistants:

Name:	Mallorie Hatch	Sophie Kelly	Claudine Gravel-Miguel
Student Surnames:	A-G	H-O	P-Z
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Office Hours:	T 2:00-4:00 pm	MW 10:00 11:00 am	W 2:30-4:30 pm

All TAs are also available by appointment.

Course Description:

“When and how did we (modern humans) spread to Europe? What were the “Venus” figurines? Why did we domesticate plants and animals and settle down in villages after hundreds of thousands of years of hunting and collecting them in the wild? How did our villages grow to become cities and states and why did some of us become kings and others commoners?” In this course our journey will begin at about 45,000 years ago, in the Upper Palaeolithic, and end with the fall of Rome in the 5th century AD. We will follow the lifeways of people mostly in Europe and southwest Asia and look for answers to big questions, such as the ones mentioned above. In the process, we will also examine some of the scientific methods and the theories archaeologists implement in their search for answers.

Note: This class will repeatedly show photographs and videos that include human remains!

Course Goals/Objectives:

By the end of this course, if you assume the responsibility of coming to class and reading the course literature you should:

- Understand the big social, political and environmental trends that shaped the human past.
- Develop a sense of the past as the dynamic lives of people, rather than as a static catalogue of material remains.
- Develop an appreciation for the systematic, rigorous and creative endeavor that is the science of archaeology.
- Develop an appreciation of archaeology as a discipline relevant to the present as much as to the past.

Pre-requisites:

There are no prerequisites for ASB 222. We teach the class assuming that students have not had any previous course in archaeology.

Required Course Texts/ Readings:

Required Text: *ASB 222 Buried Cities & Lost Tribes (ASU Custom)*. ISBN 10: 1-256-18839-5; ISBN 13: 978-1-256-18839-1.

This is a customized textbook, including the relevant chapters from Fagan, B.M. (2010). *People of the Earth: An Introduction to World Prehistory*, 13th Edition. New Jersey: Pearson Prentice Hall.

Additional readings and materials are posted on Blackboard.

Course Format:

This is a large lecture class graded on three examinations and 25 short quizzes. Students will also have the opportunity to earn extra credit through different kinds of assignments (see below).

Course Grades:

Course grades are determined on a 400-point scale. Points are earned on three examinations totaling 300 points (each exam is worth 100 points) and 25 quizzes totaling 100 points (each quiz is worth 4 points). Additional extra credit points (up to a maximum of 30 points) may be earned from extra credit assignments as noted below.

Examination dates, points and percentages***

• Exam #1	Tuesday, February 5	100 points	25%
• Exam #2	Thursday, March 7	100 points	25%
• Exam #3	Tuesday, April 30	100 points	25%
• Final Exam	Tuesday, May 7	100 points	25%***
• Quizzes	Twice weekly	100 points	25%

***** Your final grade will be the total of your TOP THREE examination scores plus the sum of all your quiz scores!!!**

You are strongly advised to take the three exams throughout the semester. If you do well on them, and are satisfied with your total, you do not need to take the cumulative final. However, if you miss one of the three exams, due to serious and unexpected circumstances (illness, death in the family etc.), then you **must** take the final exam.

If you are unhappy with one of your grades from the first three exams, you can always take the final to try to improve your grade. If your grade from the final is better than your lowest exam score, it will be used in place of your lower exam score. In other words, in the end, **we will only count your best three efforts!**

Each exam will consist of multiple choice, matching pairs and true/false type questions. ALL exams will be administered online via Blackboard and not in class.

Each quiz will be administered via Blackboard and must be completed IN ADVANCE of each lecture (except for quiz#: 1, 17, 19, 23 and 25, which will be due the day after lecture).

Exam #1 will focus on material covered from Tuesday, January 8th until (and including) Thursday, January 31st.

Exam #2 will focus on material covered from Thursday, February 7th until (and including) Tuesday, March 5th.

Exam #3 will focus on material covered from Tuesday, March 19th until (and including) Tuesday, April 23rd.

The **final exam** will be **cumulative** and focus on material covered from Tuesday, January 8th until (and including) Tuesday, April 25th.

No curve will be applied to grades. There are no make-up exams available.

Extra Credit Opportunities:

The following extra credit opportunities are available to all students during the semester for an absolute total of 30 points.

Option I: Current events in archaeology

Each 'current events' write-up consists of the summaries and comments on *two archaeology-related articles* that appear in the news. Each write-up is worth up to 5 extra points toward your course grade. You may submit up to two write-ups for a maximum of 10 extra credit points for the semester (i.e. a total of 4 articles). See details in document "ASB 222-Extra Credit Option I" on Blackboard.

Option II: What does your room say about you?

In this assignment you will observe a room in the house where you live (or your dorm room) and record the artifacts, ecofacts and features that you see in it and their spatial arrangement. You will then consider the kinds of activities you perform in your room and check whether these activities are reflected in the material culture in your room. You will also take a broader look at your room and reflect on what it says about you. For instance, can someone who visits your room tell your age, gender, profession, hobbies, values, etc? Does the material culture in your room reflect accurately who you are? In what ways is it accurate? In what ways is it not? Completion of this option is worth up to 10 extra points towards your course grade. See details in document "ASB 222-Extra Credit Option II" on Blackboard.

Option III: Five signs that tell you the USA is a State level society.

In this assignment you will consider the characteristics that state level societies share, as covered in your textbook and lectures, and then provide five photographic examples from your own surroundings that would show to an archaeologist of the future that the USA was a state level society. Completion of this option is worth up to 10 extra points towards your course grade. See details in document "ASB 222-Extra Credit Option III" on Blackboard.

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.

Extra Credit - How to Format and Submit your work

All extra credit assignments must be typed and submitted via email to your teaching assistant. Do not email your extra credit assignment to Dr. Michelaki because she does not grade these assignments. All text should be in 12 pt font, Times New Roman, 1.5" spacing, with 1" margins on all sides. All assignments must be submitted as .doc or .docx files. Other file formats will not be graded. Your TA will send you a confirmation email that they received your assignment within 2 business days. If you do not receive a confirmation email within the allotted time, please email your TA again and ask them if they received it.

Note: The map in extra credit option II can be submitted in hard copy to your TA during class. However, we would prefer if you submit the map as a digital file to us in the same email that you submit the written portion of your Extra Credit II assignment.

Course Grading Scale (including three exams and extra credit points; 400 points = 100%)

A ⁺	390-400	Exceptional
A	360-289	Excellent
B	320-359	Good
C	280-319	Average
D	240-279	Passing
E	<240	Failure
XE		Failure due to Academic Dishonesty

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.

You have nearly three months from the beginning of the semester to complete any extra credit assignments you may choose to complete for this course. **No assignments will be accepted after March 28th 2013.**

E-mail Policy:

Your instructor and TAs may be contacted in person or by e-mail. Because not all of us have an office telephone, telephone contact generally is problematic and strongly discouraged. All e-mails to the instructor or the teaching assistants must:

- Begin with 'Dear Dr. Michelaki,' 'Dear Ms. Hatch,' 'Dear Ms. Kelly,' or 'Dear Ms. Gravel Miguel'
- End with 'Sincerely (or other appropriate, professional closing), and your full name
- We shall not respond to e-mails lacking either or both of the above points.

When you contact us by e-mail keep in mind that there are nearly 500 of you and 4 of us! Please, do not ask us over e-mail questions that require lengthy answers. Use e-mail mostly to arrange a meeting with us to discuss questions you may have, or for questions that require very (VERY) short answers.

Also keep in mind that instructors and teaching assistants may not respond as quickly (or at all) after business hours (Monday – Friday; 8am – 5pm). Therefore, emails sent in the evening or over the weekend may not receive a response until the next day or the beginning of the work week.

Email Communications

All email communication for this class will be done through your ASU email account. 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 go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Cell-phone Policy:

Please do NOT use your cell phone in class for any reason! If you are expecting an important call alert your instructor ahead of class and sit towards the edge of the amphitheater, so you can exit the classroom easily and take your call without disturbing the class. Keep your cell phone on silent.

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>.

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>

Academic Integrity

All students are responsible for reviewing and following ASU's policies on academic integrity: <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.

Student Support and Disability Accommodations

ASU offers support services through Counseling (<http://students.asu.edu/counseling>), Student Success Centers (<http://studentsuccess.asu.edu/frontpage>) and the Disability Resource Center (<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.

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. You should only request a letter of recommendation if you meet the following minimum criteria.

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

Note that if you meet these minimums it does not 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 about to whom and where the letter should be sent (e.g. email address. If the letter 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 (do not assume you can keep putting my name down if I have only agreed to write one letter for you).

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.

IMPORTANT DATES AT A GLANCE	
Tuesday, February 5	Exam #1
Thursday, March 7	Exam #2
Thursday, March 28	Last day to turn in Extra Credit Option I, II and/or III
Tuesday, April 30	Exam #3
Tuesday, May 7 (4:40-6:40 pm)	Final Exam

QUIZ DUE DATES

The quizzes for this class will be administered via Blackboard and will be **due BEFORE each lecture** (except for quizzes # 1, 17, 19, 23 and 25, which will cover movies and will thus be due the day after the movie is shown in lecture).

Be careful, since **some weeks you will have two quizzes due the same day** (those have been highlighted on the list below).

From the moment the quiz appears in this folder, you can take it. However, **once you do decide to take the quiz and begin the process you will only have 20 minutes to complete it.**

You can only take the quiz ONCE!

Quiz #1 Introduction to the Course	Due: by 4:30 pm on Thu. Jan. 10
Quiz #2 What is archaeology? What do archaeologists do?	Due: by 4:30 pm on Thu. Jan. 10
Quiz #3 What are the tools of the archaeologist?	Due: by 4:30 pm on Tue. Jan. 15
Quiz #4 How do we know how old things are?	Due: by 4:30 pm on Thu. Jan. 17
Quiz #5 How did people live? What did they eat?	Due: by 4:30 pm on Tue. Jan. 22
Quiz #6 What things did people use?	Due: by 4:30 pm on Thu. Jan. 24
Quiz #7 Who owns the past?	Due: by 4:30 pm on Tue. Jan. 29
Quiz #8 Upper Palaeolithic	Due: by 4:30 pm on Thu. Feb 7
Quiz #9 Mesolithic	Due: by 4:30 pm on Tue. Feb 12
Quiz #10 Agriculture - What is it?	Due: by 4:30 pm on Thu. Feb 14
Quiz #11 Neolithic - SW Asia	Due: by 4:30 pm on Tue. Feb 19
Quiz #12 Neolithic - SW Asia	Due: by 4:30 pm on Thu. Feb 21
Quiz #13 Spread of Agriculture	Due: by 4:30 pm on Tue. Feb 26
Quiz #14 Spread of Agriculture	Due: by 4:30 pm on Thu. Feb 28
Quiz #15 Consequences of Agriculture	Due: by 4:30 pm on Tue. Mar. 19
Quiz #16 Mesopotamia	Due: by 4:30 pm on Thu. Mar 21
Quiz #17 Mesopotamia - I have conquered the river	Due: by 4:30 pm on Thu. Mar. 28
Quiz #18 Egypt	Due: by 4:30 pm on Thu. Mar. 28
Quiz #19 Egypt	Due: by 4:30 pm on Thu. Apr. 4
Quiz #20 The Celts	Due: by 4:30 pm on Thu. Apr. 4
Quiz #21 The Archaeology of War	Due: by 4:30 pm on Tue. Apr. 9
Quiz #22 Archaic and Classical Greece	Due: by 4:30 pm on Thu. Apr. 11
Quiz #23 Greece: Crucible of Civilization	Due: by 4:30 pm on Thu. Apr. 18
Quiz #24 The Romans	Due: by 4:30 pm on Thu. Apr. 18
Quiz #25 The Romans	Due: by 4:30 pm on Thu., Apr. 25

Lecture Schedule and Reading Assignments

All readings in green can be found in the 'Weekly Readings' folder in Blackboard

Tue. Jan. 8: Introduction to the course

- Explore Blackboard

Thu. Jan. 10: What is archaeology? What do archaeologists do?

- Read: Textbook, *Introducing World Prehistory*, pp.1-22
- Read: Putting the Picture Together: Chapter 2, in Chazan, M. 2007, *World Prehistory and Archaeology: Pathways through Time*, pp. 36-61. New York: Pearson Education.

Tue. Jan. 15: What are the tools of the Archaeologists? + Where did people live? How do we know?

- Read: The Archaeological Record: Chapter 5, in Price, T.D. 2007, *Principles of Archaeology*, pp. 101-139. New York: McGraw Hill.

Thu. Jan. 17: How do we know how old things are? – Relative and Absolute dating

- Read: Archaeological Dating: Chapter 5, in Staeck, J.P. 2002, *Back to the Earth: An Introduction to Archaeology*, pp. 139-150. Mountain View, California: Mayfield Publishing Company.

Tue. Jan. 22: How did people live? What did they eat? Were they healthy? How do we know?

- Read: People, Plants and Animals in the Past: Chapter 11, and Bioarchaeological Approaches to the Past: Chapter 12, in Thomas, D.H., Kelly, R.L., and Dawson P.C. 2009, *Archaeology*, pp. 285-344. Nelson Education.

Thu. Jan. 24: What things did people use? How did they make them? How do we know?

- Read: Defining Ceramics, in Sinopoli, C. M. 1991, *Approaches to Archaeological Ceramics*, pp. 9-42. New York and London: Plenum Press.

Tue. Jan. 29: Who Owns the Past?

- Read: Archaeology's Future: Chapter 16, in R.L. Kelly and D.H. Thomas 2013, *Archaeology*, pp. 381-406. Cengage Learning Inc.

Thu. Jan. 31: Review

Tue. Feb. 5: Exam #1

Thu. Feb. 7: Upper Palaeolithic - Africa & Europe

- Read: Textbook, Europe and Eurasia, pp.23-49.

Tue. Feb. 12: Mesolithic - Africa & Europe

- Read: Textbook, Intensification and Complexity, pp. 67-86.

Thu. Feb. 14: Agriculture - What is it? Why did we do it?

- Read: Textbook, Agriculture and Animal Domestication, pp. 87-106.

Tue. Feb. 19: Neolithic – SW Asia (Levant, Mesopotamia, Anatolia)

- Read: Textbook, The Origins of Food Production in Southwest Asia, pp. 107-120.

Thu. Feb. 21: Neolithic – SW Asia (Levant, Mesopotamia, Anatolia)

- Read: Textbook, The Origins of Food Production in Southwest Asia, pp. 107-120.

Tue. Feb. 26: Spread of Agriculture – Europe & Africa

- Read: Textbook, The First European Farmers, pp. 121-138.

Thu. Feb. 28: Spread of Agriculture – Europe & Africa

- Read: Textbook, First Farmers in Egypt and Tropical Africa, pp. 139-148.

Tue. Mar. 5: Review
Thu. Mar. 7: Exam #2

Tue. Mar. 12: SPRING BREAK!!!
Thu. Mar. 14: SPRING BREAK!!!

Tue. Mar. 19: **Consequences of agriculture – Emergence of States (theories & characteristics)**

- Read: Textbook, The Development of Civilization, pp. 170-188.

Thu. Mar. 21: **Mesopotamia**

- Read: Textbook, Early Civilizations in Southwest Asia, pp. 189-206.

Tue. Mar. 26: **Film: “I have conquered the river”**

- Read: Textbook, Early Civilizations in Southwest Asia, pp. 189-206.

Thu. Mar. 28: **Egypt**

- Read: Textbook, Egypt, Nubia, and Africa, pp. 207-236.

Tue. Apr. 2: **Egypt**

- Read: Textbook, Egypt, Nubia, and Africa, pp. 207-236.

Thu. Apr. 4: **The Celts**

- Read: Textbook, Europe Before the Romans, pp. 256-270.

Tue. Apr. 9: **The Archaeology of War**

- Read: Guilaine, Jean and Jean Zammit. Introduction. In *The Origins of War: Violence in Prehistory*. Malden, MA: Blackwell Publishing. pp. 1-15, 19-35.

Thu. Apr. 11: **Archaic and Classical Greece**

- Read: Dark Age to Athenian Ascendancy, The Persian Rival, and Perikles to Philip in R. Morkot 1996, *The Penguin Historical Atlas of Ancient Greece*, pp. 38-39, 48-51, 54-57, 62-69, 94-95, 84-85. London: Penguin Books.

Tue. Apr. 16: **Film: “Greece: Crucible of Civilization”**

Thu. Apr. 18: **The Romans**

- Read: The Rise of Rome and A Mediterranean Empire. S. E. Alcock and J. F. Cherry in C. Scarre (editor) 2005, *The Human Past*, pp.504-517. London: Thames and Hudson.

Tue. Apr. 23: **Film: The Romans**

Thu. Apr. 25: Review

Tue. Apr. 30: Exam #3

Tue. May 7 Final Exam (4:40-6:40 pm)