

# **HUMAN IMPACTS ON THE ENVIRONMENT: AN ARCHAEOLOGICAL PERSPECTIVE**

**ASB 326 (32075) – SPRING 2020, 12:00-1:15 TTH, SHESC 340  
SEE MYASU FOR COURSE CANVAS SITE**

**Instructor: Michael Barton**

**Office: SHESC 152 or ECA 105**

**Office hours**

**Tuesday 1:30-2:30 (SHESC 152)**

**Wednesday 11-12 (ECA 105)**

**By appointment**

**Email: michael.barton@asu.edu**

## **Course Overview**

In the globalized, post-industrial world of the 21<sup>st</sup> Century, it is apparent that human society is profoundly altering the world in many ways. In 2000, Paul Crutzen proposed giving our industrial and post-industrial age a new geological name, the “Anthropocene”, to reflect the scale of human influence on the earth. Over the past decade, this idea has taken hold and increasingly is used to indicate the importance of human impacts on “natural” systems. Indeed, humans now use over half the available fresh water, use more than half the earth's surface for crops and animal pasture, and move more sediment and cycle more Nitrogen than natural processes. The eventual social and biophysical consequences of human-caused environmental change remain far from clear. Public constituencies and private interest groups are continuing to debate (sometimes heatedly) the nature of human impact on the environment and alternative ways to minimize potentially harmful consequences of human activities. It is often difficult even to agree on what the ‘natural’ environment is (or was) in many cases, much less what it should be. The past few decades saw greater changes in some aspects of climate than have been recorded for millennia. How much this is a result of human activity (and which activities are the most important contributors) and how much is due to non-human causes remains a matter of considerable debate—especially as we now know that major climate change can happen with frightening swiftness even without human intervention. Two decades ago, demographers were predicting a world population exploding at an ever-increasing rate with dire consequences for the earth. Today, world population growth is unexpectedly and rapidly slowing, and population is even declining in most industrialized nations. For much of the twentieth century, we have tried to protect areas of forest from wildfires. Now it appears that this effort has made forests even more susceptible to destruction by fire. Our success in fighting infections that used to maim and kill many is contributing to the evolution of new and deadly strains of bacteria that are resistant to antibiotics.

The links between human actions and environmental are many and complex, and their consequences are often indirect and ‘non-linear,’ making them especially difficult to predict. And many of the effects of our actions today will not be felt for many years or perhaps even centuries. Modern ecosystems are not static communities to be maintained or repaired, but are only the current manifestation of continuous and complex interactions among living and acting organisms—including humans—and between organisms and the abiotic (i.e., non-living) parts of their surroundings. These interactions stretch far back into antiquity, and the state of modern ecosystems is as much a product of their histories as it is of current conditions. As you will see in this course, humans have been an integral and active component of earth’s ecology for many thousands of years. This long history of interaction between humans and their environment has had both beneficial and deleterious results—for us and for other species. This has critically important ramifications for those who would shape social and environmental policy. Archaeologists (and others interested in ecology of the past such as historical geographers, geomorphologists, paleontologists, and paleobotanists) are playing an increasingly important role in understanding the effects of humans on the earth. Only through studying the dynamic past of our planet’s ecosystems, and the ecological role of human society can we begin to understand what our future might hold. By learning the lessons of past human impacts—‘good’ and ‘bad’—we gain a better appreciation of the potential effects of our own activities today. Humans have always had an impact on their surroundings. The critical question facing us today is not whether we can avoid affecting our environment,

but whether we can direct our impacts in ways that permit us as a species to survive and assure that earth will remain a planet worth living on.

## Course Organization and Reading Materials

The course is organized into several major sections. The first week is an introduction to long-term interaction of people and the environment. This is followed by several weeks focusing on how to interpret the empirical record of past human activities and environmental conditions. Next, the main part of the course is a series of case studies in long-term human-environmental interactions. These are arranged roughly chronologically, starting with Ice Age hunters and ending with historical empires. Finally, there is a section on several general topics related to the broader implications for studying long-term human interactions with the environment.

Beginning with the case studies section, to supplement lectures, we will discuss journal articles by leading scientists, actively engaged in learning about long-term impacts of humans on the environments, and the consequences of these impacts. I want to give you the opportunity to read about front line research, rather than secondary summaries of that work. My goal is that you gain a solid understanding of both the long history of human/environment interaction, and of the way scientists go about learning about this history. (You should know that ASU is one of the leading institutions in the world for research in this field; some of the papers you will read are by scientists here. So you might want to take a class from one of them if you find their work interesting.) I've tried to assign articles that are more readable and that do not require highly specialized knowledge you may not yet have. While some of these articles may be more difficult than others, you are experienced college students and should be able to follow the general gist of even the most difficult. I am more interested that you grasp the concepts involved rather than memorize the details of each research project. Note that I've focused on the number of pages assigned more than the number of articles. So sometimes there will be fewer, longer articles, and other times, more shorter papers to give you an overview of diverse work.

There are of course many other books and papers than the ones assigned. I've put some of these into a 'for additional reading' bibliography at the end of this syllabus. It is arranged by course topics to make it easier to find resources.

For the section on interpreting the archaeological record, I've included some chapters from several texts on the subject. Several are from a short book called by Nick Branch and colleagues

Branch, N., Canti, M., Clark, P., Turney, C., 2005. *Environmental Archaeology: Theoretical and Practical Approaches*, Key issues in environmental change. Hodder Arnold, London.

If you want to purchase the book, you can get it from Amazon or other outlets. Another couple of excellent books on these topics I've used in the past are Dena Dincauze's *Environmental Archaeology* (same name but considerably more detail than the book by Branch and colleagues) and Karl Butzer's *Archaeology as Human Ecology*.

I've put copies of all assigned readings (and some of the additional ones) on Canvas for you. If you have any questions about readings or have trouble finding them, please contact me as soon as possible.

## Expectations and Grading

My main goal is for you to gain new insights on how you affect the world you live in—and how that, in turn, affects your life. This course is listed as a lecture course and I can and will certainly do that. However, it is more interesting if you ask questions and offer your thoughts on the readings and my comments. I encourage you to do this, and to do it in a professional and scholarly manner so that others in the class can benefit as well.

To make discussion easier, the class is organized into **weekly topics** once we get to the case studies. There will be a lecture related to that topic on one day of the week (on Monday, unless I say otherwise) and class discussion of the topics and readings on the other day of the week (on Wednesday unless I say otherwise).

**Each of you** will help lead discussion on one weekly topic. I will organize you all into four sections so you can discuss the topic and readings each week in a small group. We'll take about 1/2 hr to do this on discussion days. Then, we will have a full class discussion, led by 1 member of each of the sections. Each discussion leader will be responsible for posting a question relating to one of the readings to help guide discussions.

This means that you will need to read the assigned articles and book chapters listed on the syllabus for that day **BEFORE** coming to class; this will make the class a more valuable experience for you. You are responsible for the material in the readings and in lectures. Lectures may amplify the readings or present **different material**.

It is probably unnecessary to mention this to most of you, but I expect students to act professionally and with consideration toward other members of the class at all times. Those enrolled in this class did so because they want to learn about archaeological perspectives on human impacts on the environment. They have a right to the opportunity to do so.

My goal is for you to be able to think critically and synthesize the information made available to you and apply relevant concepts in a research setting. Your grade will be based on three kinds of evaluations that attempt to assess how well you have met that goal.

**15% of the grade** will come from your contribution to discussions, as a leader and as a participant

**60% of the grade** will come from three short projects (15% each) that will be handed out during the semester.

**25% of the grade** will come from a final exam that comprehensively covers all material in the course.

If you have any questions, need help in understanding a topic or reading, or would like to discuss some aspect of the course, please come and see me. If you are unable to come to my regular office hours, you can talk to me after class or email to schedule another time.

**PLEASE READ THE IMPORTANT COURSE AND UNIVERSITY POLICIES LISTED AFTER THE COURSE OUTLINE BELOW**

## COURSE OUTLINE AND SYLLABUS

### Long-term Interaction of People and the Environment

#### Jan. 14 .....Introduction

Hayashida, F.M. (2005). Archaeology, ecological history, and conservation. *Annual Review of Anthropology*, 34: 43-65.

Fisher, C. T., Hill, J. B., & Feinman, G. M. (2009). Environmental studies for Twenty-first Century conservation. In C. T. Fisher, J. B. Hill, & Feinman, Gary M (Eds.), *The Archaeology of Environmental Change* (pp. 1-12). Tucson: Univ. of Ariz. Press.

#### Jan. 16 .....Introduction

Branch, N., Canti, M., Clark, P., & Turney, C. (2005). *Environmental Archaeology: Theoretical and Practical Approaches. Key issues in environmental change*. London: Hodder Arnold.

##### Chapter 1.

Foley, S.F., Gronenborn, D., Andreae, M.O., Kadereit, J.W., Esper, J., Scholz, D., Pöschl, U., Jacob, D.E., Schöne, B.R., Schreg, R., Vött, A., Jordan, D., Lelieveld, J., Weller, C.G., Alt, K.W., Gaudzinski-Windheuser, S., Bruhn, K.-C., Tost, H., Sirocko, F., Crutzen, P.J., 2013. The Palaeoanthropocene – The beginnings of anthropogenic environmental change. *Anthropocene* 83–88

Stephens, L., et al. (ArchaeoGLOBE Project) (2019). Archaeological assessment reveals Earth's early transformation through land use. *Science* 365, 897–902.

### Concepts and Methods

#### Jan. 21 .....Reconstructing ancient landscapes

Branch, N., Canti, M., Clark, P., & Turney, C. (2005). *Environmental Archaeology: Theoretical and Practical Approaches. Key issues in environmental change*. London: Hodder Arnold.

##### Chapter 2.

#### Jan. 23 .....Reconstructing ancient ecosystems

Branch, N., Canti, M., Clark, P., & Turney, C. (2005). *Environmental Archaeology: Theoretical and Practical Approaches. Key issues in environmental change*. London: Hodder Arnold.

##### Chapter 3.

#### Jan. 28 .....Reconstructing ancient human systems

Butzer, K.W. (1982). *Archaeology as Human Ecology*. Cambridge University Press, Cambridge. Pages 77-156.

#### Jan. 30 .....Reconstructing ancient climate and chronology

Branch, N., Canti, M., Clark, P., & Turney, C. (2005). *Environmental Archaeology: Theoretical and Practical Approaches. Key issues in environmental change*. London: Hodder Arnold.

##### Chapter 4.

Paleoclimatology [WWW Document], 2005. URL

[https://earthobservatory.nasa.gov/features/Paleoclimatology/paleoclimatology\\_intro.php](https://earthobservatory.nasa.gov/features/Paleoclimatology/paleoclimatology_intro.php) (accessed 1.11.20).

Ruddiman, W.F., Fuller, D.Q., Kutzbach, J.E., Tzedakis, P.C., Kaplan, J.O., Ellis, E.C., Vavrus, S.J., Roberts, C.N., Fyfe, R., He, F., Lemmen, C., Woodbridge, J., 2016. Late Holocene Climate: Natural or Anthropogenic?: The Holocene: Natural or Anthropogenic? *Reviews of Geophysics* 54, 93–118.

#### Feb. 4 .....Ecological decision-making

Alvard, M. S. (2003). The adaptive nature of culture. *Evolutionary Anthropology*, 12, 136–149.

Bird DW, O'Connell JF (2006) Behavioral Ecology and Archaeology. *J Archaeol Res* 14:143–188.

**Feb. 6 .....Systems, ecosystems, and computational modeling**

- Kohler, T.A., 2012. Complex systems and archaeology, in: Hodder, I. (Ed.), *Archaeological Theory Today*. Polity Press, Oxford, pp. 93–123.
- Rogers, J.D., Cegielski, W.H., 2017. Opinion: Building a better past with the help of agent-based modeling. *Proceedings of the National Academy of Sciences* 114, 12841–12844.
- Romanowska, I., Crabtree, S.A., Harris, K., Davies, B., 2019. Agent-Based Modeling for Archaeologists: Part 1 of 3. *Advances in Archaeological Practice* 7, 178–184.

**Hunter/Gatherers**

**Feb. 11-13 ..... Ecological impacts of the Pleistocene human diaspora**

- Barton, C.M., Schlich, S., James, S.R., 2004. The ecology of human colonization in pristine landscapes, in: Barton, C.M., Clark, G.A., Yesner, D.R., Pearson, G. (Eds.), *The Settlement of the American Continents: A Multidisciplinary Approach to Human Biogeography*. University of Arizona Press, Tucson, pp. 138–161.
- Gill, J. L., Williams, J. W., Jackson, S. T., Lininger, K. B., & Robinson, G. S. (2009). Pleistocene Megafaunal Collapse, Novel Plant Communities, and Enhanced Fire Regimes in North America. *Science*, 326(5956), 1100 -1103
- McGlone, M. (2012). The Hunters Did It. *Science*, 335(6075), 1452–1453.
- Rule, S., Brook, B. W., Haberle, S. G., Turney, C. S. M., Kershaw, A. P., & Johnson, C. N. (2012). The Aftermath of Megafaunal Extinction: Ecosystem Transformation in Pleistocene Australia. *Science*, 335(6075), 1483–1486.
- Wroe, S., Field, J. H., Archer, M., Grayson, D. K., Price, G. J., Louys, J., ... Mooney, S. D. (2013). Climate change frames debate over the extinction of megafauna in Sahul (Pleistocene Australia-New Guinea). *Proceedings of the National Academy of Sciences*, 110(22), 8777–8781.

**Feb. 18-20 .....From hunters and gatherers to farmers**

- Agriculture in the Wild § SEEDMAGAZINE.COM [WWW Document], n.d. URL [http://seedmagazine.com/content/article/agriculture\\_in\\_the\\_wild/](http://seedmagazine.com/content/article/agriculture_in_the_wild/)
- Bliege Bird et al. (2008). The “fire stick farming” hypothesis: Australian Aboriginal foraging strategies, biodiversity, and anthropogenic fire mosaics. *PNAS* 105(39), 14796-14801.
- Cohen, M. N. (2009). Introduction: Rethinking the Origins of Agriculture. *Current Anthropology*, 50(5), 591-595.
- Rindos, David (1980). Symbiosis, instability, and the origins and spread of agriculture: a new model. *Current Anthropology*, 21: 751-772.
- Smith BD (2007) Niche construction and the behavioral context of plant and animal domestication. *Evol Anthropol* 16:188–199.

*Pass out assignment 1 February 20 (due March 5)*

**Agricultural Socio-Ecological Systems**

**Feb. 25-27 .....The first farmers of the Mediterranean**

- Asouti, E., Fuller, D.Q., 2012. From foraging to farming in the southern Levant: the development of Epipalaeolithic and Pre-pottery Neolithic plant management strategies. *Vegetation History and Archaeobotany* 21, 149–162.
- Balter, M. (2010). The Tangled Roots of Agriculture. *Science*, 327(5964), 404-406.
- Fuller, D.Q., Asouti, E., Purugganan, M., 2012. Cultivation as slow evolutionary entanglement: comparative data on rate and sequence of domestication. *Vegetation History and Archaeobotany* 21, 131–145.

Zeder MA (2011) The Origins of Agriculture in the Near East. *Current Anthropology* 52:S221–S235.

**Mar. 3-5 .....Farmers and forests**

- Edwards, K. J. (1993). Models of mid-Holocene forest farming for north-west Europe. *Climate Change and Human Impact on the Landscape*. F. M. Chambers. London. Chapman and Hall: 132-145.
- Hunt, C.O., Rabett, R.J., 2014. Holocene landscape intervention and plant food production strategies in island and mainland Southeast Asia. *Journal of Archaeological Science* 51, 22–33.
- Moore, P. D. (1993). The origin of blanket mire, revisited. *Climate Change and Human Impact on the Landscape*. F. M. Chambers. London., Chapman and Hall: 217-224.
- Shennan, S., Downey, S.S., Timpson, A., Edinborough, K., Colledge, S., Kerig, T., Manning, K., Thomas, M.G., 2013. Regional population collapse followed initial agriculture booms in mid-Holocene Europe. *Nature Communications* 4(1).

**Assignment 1 due March 5**

**Mar. 10-14 Spring Break—no classes**

**Mar. 17-19 .....Island socio-ecological systems**

- Anderson, A. (2002). Faunal collapse, landscape change and settlement history in Remote Oceania. *World Archaeology* 33(3): 375-390.
- Dugmore, A. J., McGovern, T. H., Vesteinsson, O., Arneborg, J., Streeter, R., & Keller, C. (2012). Cultural adaptation, compounding vulnerabilities and conjunctures in Norse Greenland. *Proceedings of the National Academy of Sciences*, 109(10), 3658–3663.
- Krulwich, R. 2013. What Happened On Easter Island — A New (Even Scarier) Scenario. <http://www.npr.org/blogs/krulwich/2013/12/09/249728994/what-happened-on-easter-island-a-new-even-scarier-scenario>
- McWethy, D. B., Whitlock, C., Wilmshurst, J. M., McGlone, M. S., Fromont, M., Li, X., Dieffenbacher-Krall, A., et al. (2010). Rapid landscape transformation in South Island, New Zealand, following initial Polynesian settlement. *Proceedings of the National Academy of Sciences*, 107(50), 21343 -21348.
- Stevenson, C.M., Puleston, C.O., Vitousek, P.M., Chadwick, O.A., Haoa, S., Ladefoged, T.N., 2015. Variation in Rapa Nui (Easter Island) land use indicates production and population peaks prior to European contact. *Proceedings of the National Academy of Sciences* 112, 1025–1030.

**Pass out assignment 2 March 19 (due April 2)**

**Mar. 24-26.....Long term consequences of farming**

- Boivin, N.L., Zeder, M.A., Fuller, D.Q., Crowther, A., Larson, G., Erlandson, J.M., Denham, T., Petraglia, M.D., 2016. Ecological consequences of human niche construction: Examining long-term anthropogenic shaping of global species distributions. *PNAS* 113, 6388–6396.
- Briggs, J., Spielmann, K., Schaafsma, H., Kintigh, K., Kruse, M., Morehouse, K., Schollmeyer, K. (2006). Why ecology needs archaeologists and archaeology need ecologists. *Frontiers in Ecology and the Environment* 4(4): 180-188.
- Mann, Charles (2002). The Real Dirt on Rain forest Fertility. *Science* 297: 920-923.
- McKey, D., Rostain, S., Iriarte, J., Glaser, B., Birk, J. J., Holst, I., & Renard, D. (2010). Pre-Columbian agricultural landscapes, ecosystem engineers, and self-organized patchiness in Amazonia. *Proceedings of the National Academy of Sciences*, 107(17), 7823-7828.
- Rollefson, G. & I. Kohler-Rollefson (1992). Early Neolithic exploitation patterns in the Levant: cultural impact on the environment. *Population and Environment* 13(4): 243-254.

## Special Topic

### Mar. 31-Apr. 2 . Demography and disease

- Diamond, Jared (1997). The lethal gift of livestock. *Guns, Germs, and Steel: the Fates of Human Societies*, New York : W.W. Norton: 195-214 (Chapter 11).
- Gage, T. B., & DeWitte, S. (2009). What Do We Know about the Agricultural Demographic Transition? *Current Anthropology*, 50(5), 649-655
- Kohler, T.A. (2004). Population and resources in prehistory. In *The Archaeology of Global Change*, edited by C.L. Redman, S.R. James, P.R. Fish, and J.D Rogers. Smithsonian Books, Washington, DC. 257-270.
- Lambert PM (2009) Health versus Fitness: Competing Themes in the Origins and Spread of Agriculture? *Current Anthropology* 50:603–608.

*Assignment 2 due April 2*

## Complex Society and Urbanism

### Apr. 7-9 .....Complex systems and complex societies

- Barabasi, A.-L. (2012). The network takeover. *Nat Phys*, 8(1), 14–16.
- Barton, C.M., 2014. Complexity, Social Complexity, and Modeling. *J Archaeol Method Theory* 21, 306–324.
- Bentley, R. A. (2003). Scale-free network growth and social inequality. In R. A. Bentley & H. D. G. Maschner (Eds.), *Complex Systems and Archaeology: Empirical and Theoretical Applications* (pp. 27–46). Salt Lake City: University of Utah Press.
- Daems, D., 2019. On complex archaeologies: conceptualizing social complexity and its potential for archaeology. *Adaptive Behavior* 1059712319826539.

*Pass out assignment 3 April 9 (due April 23)*

### Apr. 14-16.....Complex societies and complex consequences

- Bintliff, J. (2002). Time, process and catastrophism in the study of Mediterranean alluvial history: a review. *World Archaeology*, 33(3), 417–435.
- Kennett, D.J., Beach, T.P., 2013. Archeological and environmental lessons for the Anthropocene from the Classic Maya collapse. *Anthropocene* 4, 88–100.
- Fisher, C. T. (2009). Abandoning the garden: the population/land degradation fallacy as applied to the Lake Pátzcuaro Basin in Mexico. In C. T. Fisher, J. B. Hill, & Feinman, Gary M (Eds.), *The Archaeology of Environmental Change* (pp. 209–231). Tucson: Univ. of Ariz. Press
- Penny, D., Hall, T., Evans, D., Polkinghorne, M., 2019. Geoarchaeological evidence from Angkor, Cambodia, reveals a gradual decline rather than a catastrophic 15th-century collapse. *Proceedings of the National Academy of Sciences* 116, 4871–4876.

### Apr. 21-23 .....Ecology of Empires

- Buntgen, U., Tegel, W., Nicolussi, K., McCormick, M., Frank, D., Trouet, V., Kaplan, J.O., Herzig, F., Heussner, K.-U., Wanner, H., Luterbacher, J., Esper, J., 2011. 2500 Years of European Climate Variability and Human Susceptibility. *Science* 331, 578–582.
- Clark, J., Crabtree, S., 2015. Examining Social Adaptations in a Volatile Landscape in Northern Mongolia via the Agent-Based Model Ger Grouper. *Land* 4, 157–181.
- Pongratz et al. (2011). Coupled climate-carbon simulations indicate minor global effects of wars and epidemics on atmospheric CO<sub>2</sub> between AD 800 and 1850. *The Holocene*, 21(5), 843-851.
- Zielinski, S., 2014. Warm, Wet Times Spurred Medieval Mongol Rise. *Smithsonian Magazine*.

**TBA**

*Assignment 3 due April 23*

## General Discussion

### April 28 .....The future of the Anthropocene

- Ellis, E.C., Magliocca, N.R., Stevens, C.J., Fuller, D.Q., 2018. Evolving the Anthropocene: linking multi-level selection with long-term social–ecological change. *Sustainability Science* 13, 119–128.
- Glikson A (2013) Fire and human evolution: The deep-time blueprints of the Anthropocene. *Anthropocene* 3:89–92.
- Naam R (2013) Grantham Is Wrong — We Are Not Headed For A Disaster Of Biblical Proportions. In: Business Insider. <http://www.businessinsider.com/the-world-is-not-headed-for-disaster-2013-4>. Accessed 25 Apr 2013
- Ruddiman, W.F., Ellis, E.C., Kaplan, J.O., Fuller, D.Q., 2015. Defining the epoch we live in. *Science* 348, 38–39.
- Sneed, A., 2018. The Next Climate Frontier: Predicting a Complex Domino Effect. *Scientific American*, December 27, 2018.
- White, J. (2006). Early and Profound Human Impact? *Science*, 311(5760), 472.

### April. 30.....Science and policy

- Butterworth, J., 2017. Take nobody’s word for it – evidence and authority in a world of propaganda. *The Guardian*. 22 January 2017
- Drummond, C., Fischhoff, B., 2017. Individuals with greater science literacy and education have more polarized beliefs on controversial science topics. *Proceedings of the National Academy of Sciences* 114, 9587–9592.
- French, R.D., 2019. Is it time to give up on evidence-based policy? Four answers. *Policy & Politics* 47, 151–168.
- Kareiva, P., Watts, S., McDonald, R., & Boucher, T. (2007). Domesticated Nature: Shaping Landscapes and Ecosystems for Human Welfare. *Science*, 316(5833), 1866 -1869
- Pereira, H. M., Leadley, P. W., Proença, V., Alkemade, R., Scharlemann, J. P. W., Fernandez-Manjarrés, J. F., Araújo, M. B., et al. (2010). Scenarios for Global Biodiversity in the 21st Century. *Science*, 330(6010), 1496 -1501.
- Schenkel, R. (2010). The Challenge of Feeding Scientific Advice into Policy-Making. *Science*, 330(6012), 1749 -1751.

**FINAL EXAM DATE AND FORMAT TO BE ANNOUNCED**



## COURSE AND UNIVERSITY POLICIES AND STANDARDS

### Absences

- Inform your instructor ahead of time for expected absences and be prepared to make up missed work.
- Information on excused absences related to religious observances/practices that are in accordance with ACD 304–04 “Accommodations for Religious Practices.”
- Information on excused absences related to university sanctioned events activities that are in accord with ACD 304–02 “Missed Classes Due to University-Sanctioned Activities.”

### 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

Be sure to arrive on time for class and be respectful of your fellow students in class discussions and interactions.

### 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.

If you have any questions, please refer to *ACD-304-10 Course Syllabus* or contact P.F. Lengel or Jenny Smith in the CLAS Dean’s Office at (480) 965-6506.

### 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 note taker's name as well as the instructor's name, the course number, 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.

*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.*

## FOR FURTHER READING

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