



SAINT LOUIS UNIVERSITY  
MADRID

**ANTH 2240 M01\*: Introduction to Archaeology**  
Spring 2018

**\*Prior to Spring 2018, the course code was "SOC224". Expect some course documents to retain the old code.**

**Class Days and Time:** TR, 14:30-15:45

**Classroom:** Padre Arrupe Hall 20 (subject to change; confirm location prior to start of term)

**Prerequisite(s):** None

**Credit(s):** 3

**Instructor:** Dr. Mary Prendergast

**Instructor's Email:** mary.prendergast@slu.edu

**Instructor's Campus Phone:** 91 554 58 58, ext. TBA

**Office:** San Ignacio Hall 319

**Office Hours:** TR, 10:45-12:15

**Course Description:**

Over 99% of human history happened before the development of writing, leaving only the archaeological record to tell us about our past. How, then, do archaeologists "make silent stones speak?" In this class, you'll learn about the processes of discovery and interpretation: how archaeologists find, excavate, date, study and understand ancient (and not-so-ancient) sites and their contents. By the end of the course, you should have a good knowledge of the methods used to understand the past, and you'll be able to critically evaluate these methods' strengths and weaknesses. Along the way, we will use case studies covering the entire globe and more than 2 million years of human history in order to understand archaeological methods. Although this is not a survey of global prehistory, you will walk away with an understanding of human origins, the origins of "civilization," and theories for the rise and fall of political and economic powers. The course includes both lecture and lab components, in which some classes will cover topics pertaining to archaeological methods, theory, and prehistory, and labs will give you an opportunity to do your own archaeological explorations, whether via satellite imagery online, working with real artifacts, or visiting a museum. The end of the course brings the past into the present by debating ethical issues, including the excavation of Native American graves, the use of history to promote political agendas, and looting and trafficking of antiquities. We'll also discuss how archaeologists use the media, and the media and popular culture use archaeology, to promote contradictory ideas about the past.

**Student Learning Outcomes:**

By the end of this course you will be able to:

- Critically interpret the types of evidence archaeologists use to understand the past
- Know the appropriate methods to address a given archaeological site or problem
- Explain how to find archaeological sites on the ground or from the air
- Define what it is to be human, describing evolutionary changes in anatomy and behavior
- Compare the lives of hunter-gatherers with those of increasingly "complex" societies
- Evaluate theories for the rise and fall of major civilizations, in light of archaeological data
- Debate ethical issues in the practice, interpretation and representation of archaeology
- Deconstruct archaeological documentary films and pseudoarchaeological fictional films

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If

students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

### **Required Texts and Materials:**

The primary textbook for this course is:

Renfrew, C. and P. Bahn. *Archaeology Essentials. Theories, Methods and Practice*. 3<sup>rd</sup> Edition. London: Thames & Hudson.

**\*\*\*The bookstore does not stock paper copies of this book. I strongly recommend renting the 3<sup>rd</sup> edition as an e-book, as it will save you money.\*\*\*** This can be done directly through the publisher, or via Amazon, and you can download the e-book to a laptop, tablet, or e-reader. If you choose to purchase a paper copy, *it must be 3<sup>rd</sup> edition*.

There is a single copy of the older, 2<sup>nd</sup> edition on reserve at the SLU-Madrid library, for in-library use only. This can be used as backup until you obtain the 3<sup>rd</sup> edition; however, the latter is the required text for this course.

There will be additional required readings posted on Blackboard. Please familiarize yourself with Blackboard as I will also use it to post handouts and lecture notes, and you will take quizzes through this platform.

### **Attendance and Late/Missed Work Policies:**

*Students who arrive at class more than 15 minutes late will be marked tardy. Two tardies equals one absence.*

The participation component of your grade will be decreased by one full letter for every three unjustified absences beyond the add/drop date. A student with 10 or more unjustified absences will automatically fail the course regardless of exam grades.

#### **Examples of absences that will not be excused:**

- An email to your prof stating that you are sick and cannot attend class
- Taking off an extra day for a long traveling weekend

Examples of absences that will be excused:

- Signed/stamped justification that you visited a doctor
- A print-out of documents showing that your flight back from Paris was cancelled
- An email from a professor or Student Life indicating you are on a required class field trip

*The field trips are mandatory. Each trip missed will count as a regular class absence.*

Missed work and exams: The exams may only be missed in the event of a medical or family emergency, adequately documented; otherwise, a failing grade will be given. Exam dates for individual students may not be changed without permission of the Academic Dean. Online reading quizzes cannot be made up for any reason.

### **Course Requirements and Grading Rationale/System:**

**Participation** in class and labs is essential for your success in this course. Class meetings will alternate between several types: lectures on major topics in archaeology, in which I will use slides but will also expect your input through questions and discussion; labs that will expose you to the methods and materials of archaeological practice, whenever possible using real artifacts or accurate simulations; field trips; and films; these will be accompanied by written exercises. In all of these situations, your active participation is critical and will be the greatest source of your learning. See below for a description of how participation is evaluated.

You will complete **10 open-book reading quizzes on Blackboard**. These quizzes accompany the textbook chapters or other readings. You must complete the quiz by class time on the day for which the reading is due (see calendar below). If you do not complete the quiz prior to class time, *for any reason*, you will receive a grade of 0; however, your lowest grade will be dropped at the end of term. Most quizzes will consist of true/false and multiple choice, though others will be open-ended questions.

There are **8 ungraded, written “lab” exercises** throughout the term. These exercises are based on hands-on labs, field trips and a film. You will complete these during class, and do not need to turn them in. I will post lab solutions online and review questions in class. These will be critical to studying for the exams.

**Three exams** will draw on class discussions, lab exercises, readings, films, and field trips.

**Grading:**

Class/lab participation and attendance: 18%

Reading quizzes: 15%

Exam 1: 18%

Exam 2: 21%

Final exam (semi-cumulative; emphasis on last third of course): 28%

The grading scale for exams is as follows:

93 and above = A	80-82 = B-	60-69 = D
90-92 = A-	77-80 = C+	0-59 = F
87-89 = B+	73-76 = C	
83-86 = B	70-72 = C-	

The grading scale for reading quizzes is as follows:

Quizzes are graded on a 10-point scale. At the end of the term, your lowest quiz grade will be dropped, and the remainder averaged and assigned a letter grade as follows:

8.0-10.0=A	6.0-6.9=C	<5.0=F
7.0-7.9=B	5.0-5.9=D	

Active, meaningful participation means: 1) attending class and lab sessions regularly; 2) participating in discussions and lab activities by offering comments that demonstrate understanding of course content; 3) asking questions (and/or answering classmates'/professor's questions) in a way that demonstrates engagement with the material; and 4) being a kind and considerate classmate, which means: not interrupting others; taking your fair share of discussion time; and reacting to your classmates' comments in a respectful way.

As a very general guideline, students that regularly attend and actively and meaningfully participate in class and labs, in a way that demonstrates having done the reading and engaged with the material, receive a participation grade of A. Excellent attendance, but less engaged participation, might merit a B. Students who are frequently absent, rarely or never participate, and/or repeatedly demonstrate inconsiderate behavior, can expect to earn a C, D, or F according to the circumstances. On a regular basis I make notes of students' participation for my own reference – so that after approximately one month into the semester, you can ask me for an estimate of your grade.

**Electronic device policy:**

Use of laptops, tablets, mobile phones or other electronic devices is not allowed during class, except when required for a lab exercise.

**E-mail:** Campus and course announcements will often be handled by e-mail. Students should check their "@slu.edu" e-mail regularly. Students can expect a response to emails within 24h during *non-holiday weekdays*.

**University Statement on Academic Integrity:** Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#) at: Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

**University Title IX Statement:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we

encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

**Students with Special Needs:** In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

### **Tentative Spring 2018 Course Schedule**

*Italics signify important Registrar dates*

**\*\*\*Topics & readings are subject to change; changes will be announced in class and via email\*\*\***

<b>Date</b>	<b>Topic</b>	<b>Reading assignment due that day (R&amp;B = Renfrew &amp; Bahn textbook)</b>
Thursday, January 11	Introduction to the course	---
Tuesday, January 16	The Archaeology of Us: are we what we throw away?	Pringle, "Journey to El Norte" (link on BB) <b>**Bring 10 pieces of garbage to class**</b>
Thursday, January 18	Interpreting the past	Macaulay, <i>Motel of the Mysteries</i> (PDF on BB, book on reserve at library). Gifford-Gonzalez, "The Real Flintstones?" <b>(QUIZ DUE)</b>
<i>Sunday, January 21</i>	<i>Last Day to Drop a Class Without a Grade of W and/or Add a Class, choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options</i>	
Tuesday, January 23	Kinds of evidence and site formation processes	R&B Ch. 2 <b>(QUIZ DUE)</b>

Thursday, January 25	How does archaeology work?	R&B Ch. 3 ( <b>QUIZ DUE</b> )
Tuesday, January 30	How do we know how old something is?	R&B Ch. 4 ( <b>QUIZ DUE</b> )
Thursday, February 1	<i>Lab: GIS &amp; GoogleEarth</i> <b>CLASS MEETS IN PC LAB19 (BASEMENT OF PAH)</b>	Review R&B Ch. 3; read lab handout
Tuesday, February 6	<i>Lab: Digging &amp; dating</i>	Review R&B Ch. 4; read lab handout
Thursday, February 8	<b>EXAM 1</b>	
Tuesday, February 13	What can bones and stones tell us about human origins?	Kottak Chapters 6-7 (see email for what to read, and what to skip) Pontzer, "Overview of Human Evolution"
Thursday, February 15	<i>Lab: Hominin Anatomy</i>	R&B Ch 8, ONLY "Archaeology of People"; Read lab handout
Tuesday, February 20	<i>Film: Incredible Human Journey</i>	Read film handout Kottak Ch. 7 review Wurz, "The Transition to Modern Behavior" Tryon, "Testing Models of Human Origins"
Thursday, February 22	NO CLASS (winter break)	
Tuesday, February 27	Becoming human	"Neanderthal survival game" video (BB link) NYT, "DNA turns human story into tell-all"
Thursday, March 1	Being a hunter-gatherer	Diamond, "The Worst Mistake..." Lee, "Eating Christmas in the Kalahari"
Tuesday, March 6	Reconstructing climate and diet; the Neolithic Revolution	R&B Ch. 6; ( <b>QUIZ DUE</b> )
Thursday, March 8	<i>Lab: reconstructing diet</i>	Review R&B Ch. 6, read lab handout
<i>Friday March 9</i>	<i>Last Day to Drop a Class and Receive the Grade of W.</i>	
Tuesday, March 13	<i>Film: Guns, Germs, and Steel</i>	Read film handout
Thursday, March 15	The growth of inequality	R&B Ch. 5; ( <b>QUIZ DUE</b> )
Tuesday, March 20	<b>EXAM 2</b>	
Thursday, March 22	<b>FIELD TRIP TO MUSEO ARQUEOLÓGICO NACIONAL, 14:00-16:00</b>	
<b>SPRING BREAK</b>		
Tuesday, April 3	Trade, empire & "globalization"	R&B Ch. 7 ( <b>QUIZ DUE</b> )
Thursday, April 5	Why do civilizations collapse?	Diamond, "The Maya Collapses" ( <b>QUIZ DUE</b> )
<i>Wednesday, April 4</i>	<i>Spring Registration Opens</i>	
Tuesday, April 10	Identity & power in the past, I	R&B Ch. 9 ( <b>QUIZ DUE</b> )

Thursday, April 12	<b>FIELD TRIP TO MUSEO DE AMERICA, 14:00-16:00</b>	
Tuesday, April 17	Identity & power in the past, II <i>Film: African Burial Ground</i>	Allison, "To Live and Labour for Another" R&B Ch. 5, second part; "Archaeology of Individual and Identity" (review)
Thursday, April 19	Politics of the past I: NAGPRA	R&B Ch. 11 ( <b>QUIZ DUE</b> ) Morell, "An Anthropological Culture Shift"
Tuesday, April 24	Politics of the past II: National agendas and archaeology	Arnold, "The Past as Propaganda" NYT, "Hussein's Babylon" NYT, "Zimbabwe's leaders..."
Thursday, April 26	<i>Film: Indiana Jones and the Raiders of the Lost Ark</i>	Arnold, "Pseudoarchaeology and Nationalism" (pages 158-160 only); Vance, "Why Archaeologists Hate Indiana Jones"
Tuesday, May 1	NO CLASS – PUBLIC HOLIDAY	
Thursday, May 3	Review session for final exam	Review notes and study sheet
<b>Tuesday, May 8</b>	<b>12:00-14:00: FINAL EXAM (note that this is a two-hour exam, not three)</b>	