

INTRODUCTION TO ARCHAEOLOGY (SOC 2240)
St. Louis University in Madrid
Spring 2016 Course Syllabus



“The past is never dead. It’s not even past.” – William Faulkner, *Requiem for a Nun*

Time: Tuesday/Thursday 2:30-3:45

Place: PAH 20

Credits: 3

Prerequisites: None

Professor: Dr. Mary Prendergast

Email: mprende1@slu.edu

Office hours/location: Tuesday/Thursday 11:15-12:15, San Ignacio Hall 308

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 objectives:

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

Requirements:

Participation in class 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**; all of 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 reading quizzes on Blackboard that 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, you will receive a grade of 0; however, your lowest two grades 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 also 8 written “lab” exercises throughout the term, based on hands-on labs, field trips and film. You will complete these during class, and may turn them in at the end of class or at the beginning of the next class meeting. Failing to turn in a lab on time will result in a grade of F, but your lowest lab grade will be dropped at the end of the term.

Midterm and final exams will draw on class material, readings, films, trips and labs and you will be given the format and a detailed study sheet in advance.

Missed work policy:

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 and in-class labs CANNOT be made up. However, if the lab is a film or field trip, the student may choose to make up the lab on her/his own time, so long as it is completed within a week of the lab date.

Grading:

Class participation and attendance: 10%

Reading quizzes: 15% (average 8 of 10 quizzes, after dropping 2 lowest)

Lab/field trip/film exercises: 20% (average 7 of 8 labs, after dropping lowest)

Midterm: 25%

Final exam: 30%

The grading scale 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-

Participation grades:

Active, meaningful participation means: 1) attending class regularly; 2) participating in discussions 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, 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 at any point.

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.

Attendance Policy:

Repeated unjustified absences or extreme tardiness will affect your class participation grade. *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.

**ON LAB DAYS, STUDENTS WHO ARRIVE MORE THAN TEN MINUTES LATE
MAY BE DENIED ADMISSION TO CLASS; MISSED LAB = FAILING GRADE**

Policy Statement on Academic Integrity:

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf

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; 91-700-1979) 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>.

Academic Accommodation:

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 or at http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Policy Statement on Student Work:

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, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your exams and written work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Readings:

The textbook is an abridged introduction to archaeology, here referred to as R&B. If you choose to order this online please be careful to order the "Essentials" (2nd Ed) version as there is a much longer text with the same title by the same authors.

Renfrew, C. and P. Bahn. 2011. *Archaeology Essentials. Theories, Methods and Practice*. 2nd Edition. London: Thames & Hudson.

One copy of this book is on reserve, for in-library use only (call number 930.1 REN). Additional required readings are posted on Blackboard.

Important registrar dates (see SLU academic calendar for further information):

Jan 26: Last Day to Drop a Class Without a Grade of W and/or to Add a Class

Jan 26: Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) options

Mar 11: Last Day to Drop a Class and Receive a Grade of W

Apr 6: Registration begins for Fall Semester

Important course dates:

March 1: Midterm exam

March 31: Field trip to Museo Arqueológico Nacional

April 28: Field trip to Museo de América

May 4: Final exam

Quiz and lab dates: see attached calendar

Provisional Course Outline – EXPECT CHANGES OVER COURSE OF SEMESTER

All readings not listed as “R&B” will be posted on Blackboard

Date	Topic	Reading/Assignment Due
Thurs Jan 14	Introduction to course	---
Tues Jan 19	An Archaeology of Us: are we what we throw away?	Pringle, “Journey to El Norte” (link on BB) **Bring 10 pieces of garbage to class**
Thurs Jan 21 QUIZ 1 DUE	Interpreting the past	Macaulay, <i>Motel of the Mysteries</i> (PDF on BB, book on reserve at library). Gifford-Gonzalez, “The Real Flintstones?”
Tues Jan 26 LAB DAY	<i>Lab: Experimental archaeology.</i> make your own stone tool with guest Dr. Maíllo-Fernández	Read lab handout; R&B Ch. 7 stone section
Thurs Jan 28 QUIZ 2 DUE	Kinds of evidence and site formation processes	R&B Ch. 2
Tues Feb 2 QUIZ 3 DUE	How does archaeology work?	R&B Ch. 3
Thurs Feb 4 LAB DAY	<i>Lab: GIS & GoogleEarth</i> CLASS MEETS IN PC LAB19 (BASEMENT OF PAH)	Review R&B Ch. 3; read lab handout
Tues Feb 9 QUIZ 4 DUE	How do we know how old something is?	R&B Ch. 4
Thurs Feb 11 LAB DAY	<i>Lab: Digging & dating</i>	Review R&B Ch. 4; read lab handout
Tues Feb 16	What can bones and stones tell us about human origins?	Pontzer, “Overview of Hominin Evolution” (online resource – link on BB) Additional reading TBA
Thurs Feb 18 LAB DAY	<i>Lab: Hominin Anatomy</i>	R&B Ch 8, ONLY “Archaeology of People”; read lab handout
Tues Feb 23	Becoming human; exam review	Wurz, “The Transition to Modern Behavior” Tryon, “Testing Models of Human Origins” Watch “Neanderthal survival game” video (online resources -- links on BB) NYT, “DNA turns human story into tell-all” (PDF on BB)
Thurs Feb 25	WINTER BREAK – NO CLASS	---
Tues Mar 1	MIDTERM EXAM	---
Thurs Mar 3	Review exam; Being a hunter-gatherer	Diamond, “The Worst Mistake...” Lee, “Eating Christmas in the Kalahari...”
Tues Mar 8 QUIZ 5 DUE	Reconstructing climate and diet; the Neolithic Revolution	R&B Ch. 6

Thurs Mar 10 LAB DAY	<i>Lab: diet and environment</i>	Review R&B Ch. 6, read lab handout
Tues Mar 15 QUIZ 6 DUE	The growth of inequality	R&B Ch. 5
Thurs Mar 17 LAB DAY	<i>Film: Guns, Germs & Steel</i>	Read film handout ahead & complete during class (to be turned in)
SPRING BREAK		
Tues Mar 29 QUIZ 7 DUE	Trade, empire & “globalization”	R&B Ch. 7
Thurs Mar 31 LAB DAY	14:00-16:00 FIELD TRIP TO MUSEO ARQUEOLÓGICO NACIONAL <i><u>If you have a 12:30 or 16:00 class, you will miss part of class. Please notify your professor well ahead of time. It is your responsibility to ensure that missed assignments, exams, or presentations are dealt with.</u></i>	
Tues Apr 5 QUIZ 8 DUE	Why do civilizations collapse?	Diamond, “The Maya Collapses”
Thurs Apr 7	PROF AWAY AT CONFERENCE – NO CLASS	
Tues Apr 12 QUIZ 9 DUE	Identity & power in the past, I	R&B Ch. 9
Thurs Apr 14	Identity & power in the past, II Clips: <i>African Burial Ground</i>	Allison, “To Live and Labour for Another” R&B Ch. 5, second part; “Archaeology of Individual and Identity” (review)
Tues Apr 19 QUIZ 10 DUE	Politics of the past I: NAGPRA	R&B Ch. 11; complete online quiz Morell, “An Anthropological Culture Shift”
Thurs Apr 21	Politics of the past II: National agendas and archaeology	Arnold, “The Past as Propaganda” NYT, “Hussein’s Babylon”
Tues Apr 26 CLASS BEGINS AT 14:15	Film: <i>Indiana Jones and the Raiders of the Lost Ark</i> CLASS IN SIH AUDITORIUM	Arnold, “Pseudoarchaeology and Nationalism” (pages 158-160 only); Vance, “Why Archaeologists Hate Indiana Jones”
Thurs Apr 28 LAB DAY	FIELD TRIP TO MUSEO DE AMERICA <i><u>Exact time TBA. If you have a conflicting class, please notify your professor well ahead of time. It is your responsibility to ensure that missed assignments, are dealt with. Lab exercise to be turned in at following class meeting.</u></i>	
Tues May 3	Final exam review session	Review exam sheet & come with questions
Wed May 4	FINAL EXAM 12:00-15:00	