

COURSE SYLLABUS
INTRODUCTION TO WORLD ARCHAEOLOGY
SOC 324

PLACE: St. Louis University, Madrid Campus

TIME: Fall 2010, TR 14:30-15:45

CURRICULUM: 3 credits. Fulfills social science requirement for A&S, Business and Engineering.

PROFESSOR: Dr. Carolina A. Aznar. E-mail: caznarsa@slu.edu (please write: "World Archaeology" as subject title)

OFFICE HOURS: M 16:00-19:00; T 12:30-13:30; R 12:30-13:30, 16:00-17:00 in Dr. Aznar's office at Manresa Hall, second floor

COURSE DESCRIPTION

This course examines the basics of the archaeological discipline and evaluates how it can be used to investigate the ancient human past. It provides an overview of some of the most important prehistoric and early historic material remains in the Old and the New World, from the appearance of the earliest humans to the rise of the early states. It examines a number of historical developments on the basis of the archaeological evidence available.

LEARNING OUTCOMES

By the end of the semester students will know what archaeology is and what types of questions it can (and can not) answer in the study of the human past. They will also know what social complexity is and the four main historical stages of social complexity, and they will gain knowledge on the history of some of the most important hunter-gatherers, segmentary societies, chiefdoms, and states of the Old and the New World.

SKILL ACQUISITIONS

By the end of the semester students will know how the archaeological method works and how to draw arguments based on archaeological evidence (in writing and orally). They will be able to analyze critically the presentation of archaeological evidence to the public in publications and the media (how strong is the evidence used? Does it necessarily lead to the conclusions reached? Is there any 'agenda' in the presentation of any particular piece of evidence?). By examining the archaeological evidence of early humans, the students will have also developed their own ideas on important topics in human history such as the concept of humanity (when can we start speaking about humans?), the relation between societies and their environment (how dependent is social complexity on the environment?), the idea of civilization (what do we mean by 'civilizations'?), and the collapse of the latter (why do civilizations disappear?)

REQUIRED TEXTS

B.M. Fagan *People of the Earth: An Introduction to World Prehistory* (Prentice Hall, 11th edition: 2004).

C. Renfrew and P. Bahn. *Archaeology: Theories, Methods, and Practice*. (New York: Thames and Hudson: 2000).

Course sourcebook (with additional bibliography).

The instructor will post the list of required readings for each class on Blackboard. The readings posted for each day must be read in preparation for (that is, *before*) the class due on that day.

CLASS ATTENDANCE, EVALUATION PROCEDURES AND PENALTIES

The final grade will be based on the following percentages:

Class participation:	10%
First assignment:	20%
Second assignment:	20%
Final paper:	40%
Paper presentation:	10 %

1. **Class participation** is a part of the final grade. Attendance at and participation in the field trip to Atapuerca and Clunia and the visits to the Museo Arqueológico Regional de Madrid (in Alcalá de Henares—a town ca. 40 min. from Madrid) and the Museo Arqueológico Nacional (in Madrid)—are compulsory (these visits are scheduled for Sept. 24-25, Oct. 15 and Nov. 18 respectively, please notice that the trips to the Museums will take place on Fridays). Class participation includes doing the assigned readings and discussing them, answering the questions posed by the professor in class, and asking and discussing content-related questions when appropriate. Students are expected to do the assigned readings for any given day *in preparation for* (that is, *before*) the class of the day so they can discuss them in class.

2. Students will write **two assignments (six- to eight-page each)** based on the application of concepts learnt in class to sites visited in the field trip to Atapuerca and Clunia (Sept. 24-25) (first assignment), and to the archaeological evidence exhibited at the Museo Arqueológico Regional de Madrid and the Museo Arqueológico Nacional (second assignment). Please notice that the second assignment will include a visit to the Museo Arqueológico Nacional on your own (on R Nov. 18). The instructions for the first assignment will be distributed on T Sept. 23; the instructions for the second one on R Oct. 14. The first assignment (whose grade will be the 'mid-term' grade) will be due at the beginning of class on T Oct. 5 and the second assignment at the beginning of class on Nov. 23.

3. Students will also write **a ten- to twelve-page research paper** on an archaeological topic (on paleoenvironment, paleodiet, ancient health, social complexity, exchanges, technology, art, religion, or historical change) related to any part of the world studied in this course according to the guidelines the instructor will provide. For this paper each student must speak with the instructor during her office hours at some point during Sept. 13-16. Then each student must submit an abstract, an outline, and a short bibliography of the paper at the beginning of class on R Sept. 23 and a draft at the beginning of class on R Oct. 28. The instructor will provide feedback on both, but none of them will be graded. Students must submit the final version of their papers on Dec. 2.

4. On Dec. 21 each student will do a **Powerpoint-based presentation of the results of his/her research** according to the guidelines the instructor will provide (in ca. 20-30 minutes, time depending on the final number of students registered for the course).

5. All students will **complete the on-line course evaluation** at the end of the semester.

Please, notice:

Since class participation is a part of the grade, repeated unjustified absences will decrease the final grade—one full letter of the participation grade will be decreased for each three unjustified absences (e.g. from B to C). Being late and lacking knowledge of the assigned readings for each day will also decrease the final grade since it will prevent the student from fully participating in class—one third of the participation grade letter for each two days in which any of these two situations takes place (e.g. from B- to C+). Unjustified absences to the scheduled visits to Atapuerca and Clunia and/or the Museo Arqueológico Regional de Madrid in Alcalá de Henares and/or the Museo Arqueológico Nacional will also decrease the final grade—one full letter of the participation grade will be decreased for the unjustified absence to any of these activities (students with justified absences will need to make the missing visit by themselves and make an extra assignment according to the guidelines provided by the instructor). Not submitting the abstract, outline and bibliography and/or the draft of the paper at

all will decrease the paper grade—one full letter of the paper grade. Submitting the abstract, outline and bibliography or the draft or the final paper late will decrease the paper grade—one third of the paper letter for each day of delay in submitting any of these. After a week, no late submissions will be accepted and the assignment will be graded as 0 (=F).

Students who missed the first day of class (Sept. 2) must stay after class on R Sept. 16 for fifteen minutes for a special meeting. Not doing so will decrease the class participation grade—one third of the participation grade.

All written assignments must be submitted double-spaced, page-numbered, typed and printed. They must be submitted in class. **E-mail submission of papers** is not acceptable and does not count towards the grade (i.e. an e-mailed paper counts as not submitted) unless the instructor sends the student an e-mail explicitly saying he/she can e-mail his/her paper. In the papers, bibliography and attachments will be placed at the end and will not count towards the page account. Cover pages are not needed.

All due assignments must be submitted at the beginning of the class on the due date. Submitting an assignment at the end of the class of the due date will count as submitting it late and therefore will be penalized as such. If for any reason a student could not submit his/her outline, draft, paper or assignment on time, he/she **should contact the instructor BEFORE the due date** to discuss what the options are (the only exception to this are justified medical emergencies).

All students in this class have a *slu* e-mail account (i.e. an e-mail address ending in *slu.edu*). Therefore, all e-mail communications between the instructor and the students will be done by using the *slu* e-mail system. **It is the student's responsibility to get to know his/her *slu* e-mail address, to check it regularly, and to speak with the people at the Registrar's Office (in Manresa Hall) if there are any problems with his/her e-mail account.**

For bibliography for the paper, please make sure you check the SLU book catalogue (at <http://spain.slu.edu/academics/library/index.html>) as well as the **JSTOR** and **WorldCat (FirstSearch)** databases (at <http://libraries.slu.edu/databases/databases.php#dbname>). To use the latter, you will need your SLU-Madrid login and password. If you do not know or have them yet, go to the Registrar's Office at Manresa Hall and ask about them.

Keep in mind that many of the articles and books found in the WorldCat (FirstSearch) Database may be retrieved in Madrid at the libraries of the Universidad Complutense, Universidad Autónoma, Universidad Pontificia de Comillas, Instituto Arqueológico Alemán, and/or the Consejo Superior de Investigaciones Científicas. But for saving time, look for bibliographic resources on the internet first.

You can also find useful articles at *Archaeology Oddisey* (<http://www.basarchive.org>). This is not a scholarly journal but a popular magazine. However, the authors who write in it are scholars and many of the articles are summarized versions of similar, more detailed articles in scholarly journals. So you can use its articles, especially if you do not have access to the scholarly journal where the original version is published.

GRADING SCALE

The grading scale is as follows:

93-100	= A	- Excellent understanding of subject matter and mastery of the skills of the course
90-92	= A-	
87-89	= B+	
83-86	= B	- Good understanding of the subject matter and deployment of the skills of the course
80-82	= B-	
76-79	= C+	
71-75	= C	- Minimally satisfactory understanding of the subject matter and deployment of the skills of the course
68-70	= C-	
60-67	= D	- Less than satisfactory understanding of the subject matter or less than satisfactory deployment of the skills of the course
0 -59	= F	- Basic failure in understanding of the subject matter or basic inability to deploy the skills of the course

The following are general principles concerning grading standards and criteria:

A range = *Superior, exceptional, outstanding* with evidence of critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.

B range = *Good*, ready command of full range of concepts and shows some critical, informed, and creative inquiry that deepens their understanding of essential concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.

C range = *Acceptable*, satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.

D range = *Below normal expectation*. Reasoning is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.

F = *Unsatisfactory*. The student failed to respond to the assignment: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) plagiarism or cheating involved.

ACADEMIC ACCOMODATIONS

Any student who qualifies for special accommodations due to a learning disability or physical handicap should contact Counseling/Disability Services. Please phone the office at 91 554 5858 (ext. 230), or send an e-mail to vandrew1@slu.edu. Students may also stop by the Counseling/Disability Services office in the Manresa building. Confidentiality will be observed in all inquiries.

If you need special accommodations for class and/or to take exams (such as left-hand writing chairs), please let the instructor know during the first week of class and (again) one week before the given exam so the instructor can plan accordingly.

POLICY ON ACADEMIC HONESTY AT SLU

Please note that, as a student in this course, you are required to adhere to the university's Academic Honesty Policy. Cheating, falsification, and plagiarism are strictly forbidden. Plagiarism is the intentional representation of someone else's thoughts or words as if they were one's own. Any violation of this policy will result in an F for the pertinent academic exercise. A detailed statement of the policy may be found at

http://spain.slu.edu/academics/policies_&_procedures/docs/Academic_integrity.pdf

Definitions

Academic dishonesty includes, but is not limited to, the kinds of misconduct listed below. Such dishonesty may involve written or spoken communications or those conveyed in electronic form.

A. Cheating

Cheating involves the use of unauthorized or unethical assistance to gain an unfair advantage over other students. Instances include the following:

1. Use of unauthorized assistance in taking quizzes or examinations;
2. Use of resources beyond those authorized by the instructor in solving problems or in carrying out other assignments such as writing papers, preparing reports, or giving oral presentations;
3. Acquisition, dissemination, or use of tests or other academic materials belonging to an instructor or a member of the staff without prior approval;
4. Hiring or otherwise engaging someone to impersonate a student in taking a quiz or examination or in fulfilling other academic requirements.

B. Falsification

Falsification involves misrepresentations of fact for academic gain. Instances include the following:

1. Lying to or deceiving an instructor;
2. Fabrication or misrepresentation of the documentation or the data involved in carrying out assignments;
3. Fabrication, misrepresentation, or unauthorized alteration of information in academic records belonging to an instructor or to any academic division or administrative unit within the Madrid Campus.

C. Plagiarism

Plagiarism involves the intentional representation of someone else's thoughts or words as if they were one's own. Instances include the following:

1. Quoting directly from someone else's work without using quotation marks and without giving proper credit to the author;
2. Paraphrasing someone else's ideas, concepts, arguments, observations, or statements without giving proper credit;
3. Submitting as one's own work a paper or other assignment that has been prepared, either wholly or in large part, by another person, group, or commercial firm.

D. Sabotage

Sabotage involves interference with the academic work of another member of the university community or modification, theft, or destruction of intellectual property such as computer files, library materials, or personal books or papers.

E. Collusion

Collusion involves collaboration with another person or persons for the purpose of engaging in, aiding, or abetting acts of academic dishonesty as defined above.

(...)

COURSE OUTLINE

I. INTRODUCTION TO ARCHAEOLOGY

1. Introduction. What is archaeology?
2. History of the archaeological discipline
3. Types of archaeological data. The archaeological method. Dating and chronology
4. Archaeological areas of study I: paleoenvironment, paleodiet, ancient health
5. Archaeological areas of study II: social complexity
6. Archaeological areas of study III: exchanges, technology
7. Archaeological areas of study IV: art and religion, historical change
 - * 8. Understanding archaeological sites: class at Atapuerca (Prehistoric site) and Clunia (Roman site), in Burgos

II. THE FIRST HUMANS: THE PALEOLITHIC HUNTER-GATHERERS.

9. Human Evolution I
10. Human Evolution II
11. The *Homo erectus*. The *Homo neanderthalensis*
12. The *Homo sapiens sapiens*

III. THE NEOLITHIC FARMERS AND CALCOLITHIC CHIEFS.

13. The 'Neolithic Revolution.' The Neolithic in the Near East
 - * 14. Discerning stages of social complexity at archaeological museums: class at the Museo Arqueológico Regional de Madrid (in Alcalá de Henares, at ca. 45 min. from Madrid)
15. The Neolithic in the New World
16. The Calcolithic. The Calcolithic in the Levant

IV. PRIMARY STATES: THE FIRST CIVILIZATIONS.

17. The Near East I
18. The Near East II
19. The Near East III/Egypt I
20. Egypt II
21. Egypt III
22. The Indus Valley
 - * 23. Evaluating the presentation of civilizations in museums: visit to the Museo Arqueológico Nacional (on your own)
24. Mesoamerica
25. The Andes
26. The Mississippi

V. CONCLUDING REMARKS AND SYNTHESIS

27. The modern use and abuse of archaeology
28. The collapse of civilizations.
29. Synthesis of class contents
30. Oral presentations (12:00-15:00)

* These are practical classes to be held at archaeological sites and museums

** The instructor will post the list of required readings for each class on Blackboard. Please, remember that the readings posted for each day must be read in preparation for (that is, *before*) the class due on that day.

COURSE GENERAL SCHEDULE*

- Week 1: - R Sept. 2
- Week 2: - T Sept. 7
- R Sept. 9
- Week 3: - M Sept. 13- 16: Each student must speak with the instructor during office hours
- T Sept. 14: Last day to Add/Drop (without “W”)
- R Sept. 16
- Week 4: - T Sept. 21
- **R Sept. 23: Paper abstract, outline, and short bibliography due**
- F-St. Sept. 24-25: Class at the archaeological sites of Atapuerca and Clunia
- Week 5: - T Sept. 28
- W Sept. 29: Last day to choose Audit (AU) or Pass/No pass (P/NP) status
- R Sept. 30
- Week 6: - **T Oct. 5: First assignment due**
- R Oct. 7
- Week 7: - T Oct. 12: No class (*Nuestra Señora del Pilar* Holiday)
- R Oct. 14
- F Oct. 15: Extra class (instead of class on Dec. 7)
- Week 8: - T Oct. 19
- R Oct. 21
- Week 9: - T Oct. 26
- **R Oct. 28: Paper draft due**
- F Oct. 29: Last day to Drop with “W”
- Week 10: - T Nov. 2
- R Nov. 4
- Week 11: - M Nov. 8: Registration for Spring Semester begins
- T Nov. 9: No class (*La Almudena* Holiday)
- R Nov. 11
- Week 12: - T Nov. 16
- R Nov. 18: Visit to the Museo Arqueológico Nacional (on your own)
- Week 13: - **T Nov. 23: Second assignment due**
- R Nov. 25
- F Nov. 26: Extra class (instead of class on Dec. 9)
- Week 14: - T Nov. 30
- **R Dec. 2: Final paper due**
- Week 15: - T Dec. 7: No class (substituted for class on Oct. 15)
- R Dec. 9: No class (substituted for class on Nov. 26)

Week 16: - T Dec. 14: Last class

Week 17: - **T Dec. 21: Oral presentations (12:00-15:00)**

*** The dates in this general schedule will be matched to the topics in the course topic list according to the Professor's indications**