

## INTRODUCTION TO ARCHAEOLOGY

HIS 15

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Office Hours: Office Hours: Tuesdays 3:15-4:15 PM

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### **COURSE DESCRIPTION AND OBJECTIVES**

“Archaeology is partly the discovery of the treasures of the past, partly the work of the scientific analyst, partly the exercise of the creative imagination”

- Renfrew and Bahn (2020:12)

Archaeology is the study of human culture and society through analyzing what they left behind. As described in the quote above, archaeological work often involves physically uncovering artifacts through excavation, scientific analysis in laboratories, and creative approaches to interpreting archaeological material. In many contexts, such as cultures without written records, archaeology is the only window into understanding the past. Even regarding cultures with written records, archaeology can provide crucial evidence about the past not discussed in writing (or may be biased in written records), such as daily life, social stratification, political organization, and more.

This course will explore a variety of topics within the field of archaeology including the history of archaeology, types of archaeological evidence, trade and exchange in the ancient world, symbols of power in the past, and approaches to the management of cultural heritage. All these topics will be discussed in the context of case-studies based on research by archaeologists. Ultimately, through this class you will (1) be introduced to the methods and theories archaeologists use to learn about the human past, (2) increase your knowledge of the cultures and peoples who preceded us (3) learn who owns the past, (3) ways that we might protect our cultural heritage, and (4) why archaeology is important. This course will also incorporate Environmental Studies through the investigation of landscape reconstruction, plant-human interactions, as well as the impact of landscape change on socio-political structures across time and space.

One of the goals of this course is to encourage students to “love your neighbor as yourself” (Mark 12:31) through understanding and appreciating the cultural diversity of the past and its direct connections to the present. I believe that this ability to love others, especially those from different cultural backgrounds, is heightened with the experience of learning about other

cultural contexts and histories. It is through the knowledge and understanding of difference that a true community can be made. This world history course serves to help students learn about the past to better understand the present and ultimately, make a positive impact on the future. This course will help students to learn how to be good spiritual citizens of world and stewards of God's gifts.

***Thinking Historically Student Learning Outcome (SLO): Students will be able to analyze historical sources with appropriate attention to their various contexts.***

**COURSE LEARNING OUTCOMES:**

1. Students will demonstrate a grasp of the major themes, concepts, and events in world history through the study of artifacts and texts from the past.
2. Students will read primary sources from across the world and from multiple time periods. Students will be asked basic questions about these sources (historical context, author, audience, genre); drawing historical conclusions from the sources and assessing their reliability and usefulness through class discussion, presentations, and writing assignments; and reflecting on how their own background shapes their interpretation (especially through Reaction Posts). Furthermore, students will use these texts congruently with the study of artifacts to discover if the texts match the interpretation of the archeological record.
3. Students will also identify the arguments of secondary sources pertaining to world archaeology and recognize differences in interpretation (as part of the lectures, debates, and research paper requirements).
4. Students will be able to articulate responsibly how the past is relevant for the present, drawing informed connections between their study of past events through archaeological work their bearing on the present (through class presentations, class discussions, and an entire lecture day devoted to connecting how the past is linked to the present).
5. Students will also learn how to conduct a small-scale excavation with a practicum to understand archaeological methodology in the construction in our understanding of history. (Holes will be pre-dug near the community garden and I will re-create a typical excavation context with soil layers and hidden facsimile artifacts. Students will then use shovels, trowels, brushes, and other archaeological tools to carefully excavate the unit).

**Required Textbook:**

Required: Renfrew, Colin & Paul, Bahn. 2020. *Archaeology: Theories, Methods, and Practice*. Eighth Edition.

**There will also be required reading from online sources and articles that will be available through CANVAS.**

### Weekly Course Outline and Assigned Readings

Date	Topic	Assigned Reading (due before class)
<i>Setting the Stage</i>		
Sept 1 <sup>st</sup>	Course Introduction	NONE
Sept 3 <sup>rd</sup>	Syllabus Review and the History of Archaeology	- <i>Review Course Syllabus</i>
Sept 5 <sup>th</sup>	History of Archaeology (Continued) and Formation Processes	- <i>Introduction and Ch. 1 (Renfrew and Bahn 2020)</i> - <i>Morely 2006 Archaeology and Text article (canvas)</i>
Sept 8 <sup>th</sup>	Preservation and Survey	- <i>Ch. 2 and 3 (Renfrew and Bahn 2020)</i>
Sept 10 <sup>th</sup>	Dating Methods and Chronology	- <i>Ch. 4 (Renfrew and Bahn 2020)</i>
Sept 12 <sup>th</sup>	Excavation Techniques	- <i>Excavation Manual (see CANVAS)</i>
<i>Excavation</i>		
Sept 15 <sup>th</sup>	Outdoor Excavation	- <i>Excavation Journal notes</i>
Sept 17 <sup>th</sup>	Outdoor Excavation	- <i>Excavation Journal notes</i>
Sept 19 <sup>th</sup>	Outdoor Excavation <b>Due: Online Quiz #1</b>	- <i>Excavation Journal notes</i>
Sept 22 <sup>nd</sup>	Outdoor Excavation	- <i>Excavation Journal notes</i>
Sept 24 <sup>th</sup>	Material Culture Theory	- Ingold, T., 2007. Materials Against Materiality. <i>Archaeological dialogues</i> , 14(1), pp.1-16. - Tilley, C. 2007. Materiality in Materials. <i>Archaeological Dialogues</i> , 14, pp 16-20 - Robb, J., 2010. Beyond Agency. <i>World archaeology</i> , 42(4), pp.493-520. - DeMarrais, E., Castillo, L.J. and Earle, T., 1996. Ideology, Materialization, and Power Strategies. <i>Current Anthropology</i> , 37(1), pp.15-31.
<i>The "History" of Cultures without Writing (or undeciphered Writing)</i>		
Sept 26 <sup>th</sup>	Indus River Valley Civilization	- Kenoyer, J.M., 1826. Indus and Mesopotamian trade networks: New

		<p>insights from shell and carnelian artifacts. <i>Intercultural Relations between South and Southwest Asia: Studies in Commemoration of ECL During Caspers (1934–1996)</i>. Edited by E. Olijdam and RH Spoor. Oxford: Archaeopress, pp.19-28.</p> <ul style="list-style-type: none"> <li>- CH.2 Alderman et al. Worlds Together Worlds Apart (scanned to canvas) p. 75-80 (Start at The Indus River Valley: A Parallel Culture)</li> </ul>
Sept 29 <sup>th</sup>	Minoan Civilization <b>Due: Reaction Post A</b>	<ul style="list-style-type: none"> <li>- Preziosi and Hitchcock. 2000. <i>Aegean Art and Architecture</i>. Oxford University Press (Ch. 3 and 4)</li> </ul>
Oct 1 <sup>st</sup>	The Olmec	<ul style="list-style-type: none"> <li>- Coe, Koontz, Urcid. 2019. The Formative Period: Early Civilizations. In <i>Mexico: From the Olmec to the Aztec</i>. Thames and Hudson</li> </ul>
Oct 3 <sup>rd</sup>	Teotihuacan	<ul style="list-style-type: none"> <li>- Coe, Koontz, Urcid. 2019. Teotihuacan. In <i>Mexico: From the Olmec to the Aztec</i>. Thames and Hudson</li> </ul>
Oct 6 <sup>th</sup>	The Inca	<ul style="list-style-type: none"> <li>- Scanned Ch.1 Introduction p.1-31 Intro from <i>D'Altroy Incas</i></li> <li>- Dean, C.J., 2010. Introduction: coming to terms with Inka rocks. In Dean, C.J., (ed.). London: <i>A culture of stone: Inka perspectives on rock</i>. Duke University Press.</li> </ul>
Oct 8 <sup>th</sup>	Sub-Saharan Africa	<ul style="list-style-type: none"> <li>- Stahl, A.B., 2009. The archaeology of African history. <i>The International journal of African historical studies</i>, 42(2), pp.241-255.</li> <li>- Pikirayi, I. and Chirikure, S., 2011. Debating Great Zimbabwe. <i>Azania: Archaeological Research in Africa</i>, 46(2), pp.221-231.</li> </ul>
Oct 10 <sup>th</sup>	Aboriginal Australia	<ul style="list-style-type: none"> <li>- David, B., Barker, B. and McNiven, I.J. eds., 2006. <i>The social archaeology of Australian Indigenous societies</i>. Aboriginal Studies Press. (Ch. 1, 4, and 5)</li> </ul>
Oct 13 <sup>th</sup>	<b>4-day weekend- NO CLASS</b>	
Oct 15 <sup>th</sup>	Indigenous Peoples of California	<ul style="list-style-type: none"> <li>- Gamble, L.H., 2008. <i>The Chumash world at European contact: Power, trade, and feasting among complex hunter-gatherers</i>. Univ of California</li> </ul>

		<p>Press. (Ch. 1)</p> <ul style="list-style-type: none"> <li>- Primary Source from Portolá Expedition</li> </ul>
Oct 17 <sup>th</sup>	Peoples of Oceania and the Pacific	<ul style="list-style-type: none"> <li>- Carson, M.T., 2023. <i>Archaeology of Pacific Oceania: inhabiting a sea of islands</i>. Routledge. (Ch. 1 and 2)</li> </ul>
Oct 20 <sup>th</sup>	<b>In-class Quiz</b> and Primary Source Analysis	NONE
Oct 22 <sup>nd</sup>	In-class Debate (Midterm Study Guide posted)	<ul style="list-style-type: none"> <li>- <i>Debate Worksheet and Instructions (See CANVAS)</i></li> </ul>
<i>What Texts Don't Tell Us</i>		
Oct 24 <sup>th</sup>	Pompeii and Daily Life	<ul style="list-style-type: none"> <li>- Dr. Francesca Tronchin. Pompeii, an introduction, in <i>Smarthistory</i>, September 2, 2018, accessed July 13, 2023, <a href="https://smarthistory.org/pompeii-an-introduction/">https://smarthistory.org/pompeii-an-introduction/</a>. (click link to access)</li> <li>- Wilkinson, Pompeii: An Archaeological Guide. 2019. Bloomsbury Academic (Introduction and Ch. 1)</li> </ul>
Oct 27 <sup>th</sup>	Archaeology of Childhood	<ul style="list-style-type: none"> <li>- Crawford, S., Hadley, D. and Shepherd, G. eds., 2018. <i>The Oxford handbook of the archaeology of childhood</i>. Oxford University Press. (Read Ch. 1 and Ch. 10)</li> </ul>
Oct 29 <sup>th</sup>	The History of Fashion: Reimagining Lost Styles	<ul style="list-style-type: none"> <li>- Stone-Miller, R., 1994. To weave for the sun: An Introduction to the Fiber Arts of the Ancient Andes. In Stone-Miller, R., (Ed.) <i>To weave for the sun: Ancient Andean Textiles in the Museum of Fine Arts, Boston</i>. Boston: Boston Museum of Fine Arts.</li> <li>- Gleba, M., 2014. Cloth worth a king's ransom: textile circulation and transmission of textile craft in the ancient Mediterranean. In <i>Knowledge Networks and Craft Traditions in the Ancient World</i> (pp. 83-103). Routledge.</li> <li>- Norris, H., 1999. <i>Ancient European costume and fashion (Vol. 1)</i>. Courier Corporation. (Read Ch. 1)</li> </ul>
Oct 31 <sup>st</sup>	Archaeology and Food	<ul style="list-style-type: none"> <li>- Moore, K.M., 2013. The archaeology of food. In <i>Routledge international handbook of food studies</i>. Routledge. (Ch. 1 and 2)</li> </ul>
Nov 3 <sup>rd</sup>	Archaeo-acoustics: Lost Music	<ul style="list-style-type: none"> <li>- <i>Kolar, M.A., 2018. Archaeoacoustics: re-sounding material culture. Acoust.</i></li> </ul>

	of the Past	<i>Today, 14(4), pp.28-37.</i>
Nov 5 <sup>th</sup>	<b>In-class Midterm Exam</b>	NONE
<i>When Texts Lie</i>		
Nov 7 <sup>th</sup>	Ancient Propaganda	- Taylor, P.M., 2013. <i>Munitions of the mind: A history of propaganda from the ancient world to the present era.</i> Manchester University Press. (Read Ch. 1 and Ch. 3)
Nov 10 <sup>th</sup>	Outsider Perspective: The Vikings	- Graham-Cambell. 2013. <i>Viking Art.</i> Thames and Hudson (Read Ch. 1)
Nov 12 <sup>th</sup>	Ancient Graffiti	- Baird, J.A. and Taylor, C., 2016. Ancient graffiti. In <i>Routledge handbook of graffiti and street art.</i> Routledge. (Ch. 1 and 10)
Nov 14 <sup>th</sup>	Political Manipulation of History	- Liverani, M., 2010. "Untruthful Steles": Propaganda and Reliability in Ancient Mesopotamia. In <i>Opening the Tablet Box</i> (pp. 229-244). Brill. - Primary Source: Journals of Napoleon
Nov 17 <sup>th</sup>	<b>In-class Quiz</b> and Primary Source Analysis	- NONE
<i>Archaeological Case-Studies</i>		
Nov 19 <sup>th</sup>	Trade and Exchange: Defining Luxury	- Pillsbury, J., 2017. Luminous power: luxury arts in the ancient Americas. In Ed. Joanne Pillsbury, Timothy Potts, Kim Richter. <i>Golden kingdoms: luxury arts in the ancient Americas.</i> Los Angeles: Getty publications. - Helms, M.W., 1993. <i>Craft and the kingly ideal: art, trade, and power.</i> University of Texas Press. - Ch. 9 (Renfrew and Bahn 2020)
Nov 21 <sup>st</sup>	Biblical Archaeology	- Price and House. 2017. <i>Zondervan Handbook of Biblical Archaeology: A Book by Book Guide to Archaeological Discoveries Related to the Bible.</i> Zondervan Academic (Read Ch. 1 and 2)
Nov 24 <sup>th</sup>	Shipwrecks: Underwater Archaeology	- Pulak, C., 2008. The Uluburun shipwreck and late bronze age trade. <i>Beyond Babylon: Art, trade, and diplomacy in the second millennium BC</i> , pp.289-310.
Nov 26 <sup>th</sup> -28 <sup>th</sup>	<b>THANKSGIVING BREAK</b>	
Dec 1 <sup>st</sup>	Environmental Archaeology:	- Ch. 6 (Renfrew and Bahn 2020)

	Reconstructing Past Landscapes	
Dec 3 <sup>rd</sup>	Technology and Innovation	<ul style="list-style-type: none"> <li>- Protzen, J.P., 1986. Inca stonemasonry. <i>Scientific American</i>, 254(2), pp.94-105.q</li> <li>- Ch. 8 (Renfrew and Bahn 2020)</li> </ul>
Dec 5 <sup>th</sup>	The Archaeological Study of Ancient Writing Systems	<ul style="list-style-type: none"> <li>- Schmandt-Besserat, D., 1986. An ancient token system-the precursor to numerals and writing. <i>Archaeology</i>, Vol. 39, No. 6 (November/December 1986), pp. 32-39</li> <li>- Robinson, A., 2009. Writing and script: a very short introduction (Vol. 208). Oxford University Press.</li> </ul>
Dec 8 <sup>th</sup>	Archeology and the Public: Cultural Heritage	<ul style="list-style-type: none"> <li>- Ch. 14 and 15 (Renfrew and Bahn 2020)</li> </ul>
Dec 10 <sup>th</sup>	<b>Excavation Practicum</b>	NONE
Dec 12 <sup>th</sup>	<b>Final Exam Review Deadline for Instagram Project</b>	
Dec 15 <sup>th</sup>	Study Day – NO CLASS	
<b>December 19<sup>th</sup></b>	<b>ORAL Cumulative Final Exam (Timeslots during Final exam week)</b>	

### COURSE REQUIREMENTS

Your grade in this course will be based on 2 exams (1 midterm exam and a final exam), Excavation Practicum, Instagram Project, in-class/online quizzes, and short reaction essays as well as attendance and class etiquette.

Assignment	Points	Percentage
Attendance and Class Etiquette	10	2%
Participation	10	2%
Online Quiz #1	10	2%

Online Quiz #2	10	2%
Online Quiz #3	10	2%
Reaction Post A	5	1%
Reaction Post B	5	1%
Reaction Post C	5	1%
Pop Quizzes	40	8%
In-Class Quiz Part 1	45	9%
In-Class Quiz Part 2	45	9%
Excavation Practicum	55	11%
Instagram Project	60	12%
Midterm Written Exam	95	19%
Final Oral Exam	95	19%
	Grand Total: 500 points	

Grading Scale:	
A	94-100
A-	90-94
B+	86.66-90
B	83.33-86.66
B-	80-83.33
C+	76.66-80
C	73.33-76.66
C-	70-73.33
D+	66.66-70
D	63.33-66.66
D-	60-63.33
F	Below 60

**Details of Assignments:**

- All assignments will be submitted online through CANVAS other than the in-person quizzes, exams, and presentations.
- Excavation Practicum: students will practice and be tested on archaeological methodology through small-scale excavations on campus. More details to follow.

- Instagram Project: create an Instagram account centered around a specific artifact and the “life” of that object. Detailed instructions will be given out closer to the deadline.
- In-person and online quizzes will be a mix of multiple choice and T/F
- Pop Quizzes are short answer
- Reaction Essays are short online responses to questions or articles related to class material. They will be 5–7 sentences in length

Please only use academic sources of information in your assignments. For example, **NO Wikipedia or general blogs.** When citing information, please use any of the assigned reading in this class, smarthistory.com, textbooks, books from the library, or academic articles from google scholar or JStor. These are all sources written by researchers that have significant knowledge about the subject. **Also, no use of AI for assignments.**

### **Generative Artificial Intelligence**

Westmont’s [academic integrity policy](#) prohibits us from “present[ing] another’s work as our own.” Generative AI tools such as ChatGPT attempt to do the work of writing, making, and other creative activities for their users. Therefore, **students should NOT substitute AI-generated content or ideas for original academic work.** This is plagiarism. Plagiarism can result failing the course and could lead to suspension or expulsion. **Use of Grammarly is prohibited in this class.**

**“HOW did you do your work?” Students are advised to document their process of completing each assignment from brainstorming through revision.** Upon instructor request, students should be able to narrate the process of assignment completion from start to finish, which shows **how a student is learning** within and across assignments. Westmont faculty members design assignments for students’ incremental and active learning through methods such as reading, summarizing, discussion, and an authentic generative process in which a student does the work of critical thinking and message construction.

### **Make-up assignments/ Late policy**

Makeup exams/quizzes/pop quizzes will only be administered for **excused absences (documentation required)**. Requests for a makeup exam/quiz must be made by email *before* the missed exam/quiz. If students do not take the make-up before graded exams are returned an alternate exam format (short answer and essay) will be used for the make-up. **Online reaction essays and quizzes cannot be made-up due to the week-long period in which to complete them online.** All other assignments must be submitted on time for full credit.

### **Extra Credit:**

There will be limited opportunity for extra credit in this course, one being through the career center and the other as part of a map activity (max 4 points of extra credit possible). Inquire with the professor for more information.

## No-Screen/Laptop Policy

This course will have a no-screen and no laptop policy. This means no electronics with screens (including but not limited to laptops, tablets, phones, smart watches, etc.). Why do this? When people misuse laptops in class, they distract others. It is problematic when students are hindered from contributing to class discussion because they know that some of their classmates are not paying attention. Laptops and other screens often encourage the temptation to go on social media, shop, check your email, try to finish other class assignments— all activities that distract both YOU and your nearby classmates. This policy is shared by other faculty at Westmont as well as other Universities and is common for graduate school programs. There is also a lot of research to suggest writing notes by hand enhances your ability to recall and remember material. Only people with permission from the university (such as through ARO) can use screens during class.

## Other Expectations

1. Students are expected to be on time and ready to engage in the learning process. Please be kind and courteous to all in the classroom and during class discussions.
2. No laptop, headphones, nor cell phone use in class please
3. **If I see a cell phone out once, it's a warning. If I see it out twice, the student will lose 15 points from class etiquette. If the issue continues, additional points will be subtracted.**
4. Students are expected to be “intellectually present,” therefore, there is a no-screen policy in class.
5. The University’s “no food in the classroom” policy will be enforced (bottled water may be consumed in class). **The only exception is if you have medical or other permission and have spoken to me beforehand.**
6. The instructor is available to meet with students prior to the exam to assist in preparations, but you must put in the amount of time and effort needed to accomplish the grade you desire.

## Contact Information

Please feel free to reach out to me anytime through my Westmont email (listed at the top of the syllabus). I will endeavor to respond within 24-48 hours. You can also attend my office hours (see top of syllabus), or we can arrange for a zoom meeting if you are unable to attend office hours.

## Attendance and Participation

Students are expected to attend all class sessions for the courses in which they are enrolled. Attendance will be taken each class period. Face-to-face courses require students to be present in the classroom. ***Students are expected to notify their professor(s) of planned absences in advance and unplanned absences (due to sickness or emergency) within a reasonable period of time.***

Students who miss class due to illness are to inform their professors about their absence and work with them on how to complete the course activities and assignments that they miss. ***It is your responsibility to follow-up with the professor to see what you missed in class AND to contact a fellow classmate for lecture notes for the missed class.***

**Unexcused absences** include work conflicts, routine family care, personal travel, and work for other courses. **Excused absences must have documentation (i.e., doctors note, etc.).**

Students with more than **TWO unexcused absences** in a MWF class will result in a 0/20 points for "Attendance and Class Etiquette". More than that can result in an **automatic failing** grade for the course. Attendance is mandatory for museum project presentation days and an unexcused absence will result in 5 points lost on that project per day missed

### **Recording Class Sessions**

Students are expressly prohibited from electronically recording this course, in part or in whole, whether on campus or online, except by permission from the instructor or by written permission from Office of Disability Services (ODS). Electronic recordings made by students may not be reproduced, shared with those not enrolled in this course, or uploaded to any online environments, including, but not limited to, social media platforms.

### **Alternative Submission Procedures**

If you have technical difficulties when submitting work, please email me immediately describing the issue and to submit your work so there is a time stamp, and you can still get credit for the work. If you are having technical difficulties, you can email me the finished assignment at my Westmont email address.

### **Academic Dishonesty**

Cheating and plagiarism are serious violations of university policies and will not be tolerated in this course. Cheating involves attempting to obtain or assisting other(s) to obtain course credit through dishonest, deceptive, or fraudulent means. Plagiarism involves failure to acknowledge an original author or source for the ideas, writings or other material included in your work. Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. **Using the ideas or words of another person, even a peer, or a web site, as if it were your own and without citation, is plagiarism.** You should make sure you are familiar with the college's academic integrity policy, which is available online at: <http://www.westmont.edu/offices/provost/plagiarism/academic-integrity-policy>

### **Academic Accommodations**

Westmont is committed to ensuring equal access to academic courses and college programs. In keeping with this commitment under the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act (ADAAA) of 2008, individuals with diagnoses that impact major life activities are protected from

discrimination and may be entitled to reasonable accommodations. Students who choose to disclose a disability are encouraged to contact the Accessibility Resource Office (ARO) as early as possible in the semester to discuss potential accommodations for this course.

Accommodations are designed to ensure equal access to programs for all students who have a disability that impacts their participation in college activities. Email [aro@westmont.edu](mailto:aro@westmont.edu) or see [westmont.edu/accessibility-resources](http://westmont.edu/accessibility-resources) for more information.

### **Counseling Center and Support**

If you are going through a difficult time, please make sure to talk to someone, such as at the counseling center (CAPS). CAPS serves as a safe, free, and confidential space to connect with a trained professional. You can find more information here:

<https://www.westmont.edu/counseling-and-psychological-services>. If the difficulty is adversely affecting your academic performance, please let me know as soon as you can.