Course Description

“Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future.” (Washington University in Saint Louis Course Catalog Description)

Course Goals:
The goal of this course is to give students a broad understanding of archaeological method and theory and the role of archaeology in interpreting past cultures. Students will also gain knowledge of how these methods and theories are applied to the real world through various case-studies.

Course Objectives:
In order to better understand the field of archaeology, a number of topics must be covered and grasped by students:

- Anthropology and the role of archaeology in the study of people.
- History of archaeology.
- Major themes of archaeological theory.
- Techniques and analyses used in archaeology.

Course Outcomes:
After completion of this course, you will have a broad knowledge of how archaeological research is conducted. You will understand why and how archaeologists formulate research questions and the ways in which they go about answering these questions.

Requirements:

Tests
There will be two tests in this class. The first will encompass the history and role of archaeology as well as evidence and dating methods. The second and final test will cover further techniques, interpretation, and theory used in archaeology.

Wikipedia
This project challenges you to fact-check a wikipedia entry about an archaeological topic of your choosing. It is worth 10 percent of your grade and a handout will be provided to you that explains this assignment in greater depth. We will be spending half of the class on the research-end of this project on September 3rd. The assignment is due September 17th. I prefer to receive this assignment as an
email to SJohnson34@wustl.edu, but will accept paper if you must.

_Cemetery Project_

The class project will in the form of a field report on Saint Louis cemeteries, which we will work on through the semester. This will be a group project. The first section will be background information, most of which will be found at the library. The second section will discuss your research question and what steps you will take to gather the necessary data to answer this question. The final section will discuss your results and conclusions. Please see the Society for American Archaeology website for citation and writing style. There will be a more in-depth handout on this project. It will be worth 30 percent of your final grade. It is due at the beginning of the class December 10th. I prefer to receive this assignment as an email to SJohnson34@wustl.edu, but will accept paper if you must.

_Attendance and Participation_

Because each class meeting covers a week of a standard class, missing a night is the equivalent of missing an entire week. We will be doing activities in class and you will get one point of participation for each activity. This is worth 10 percent of your grade.

_Grading_

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>25 percent</td>
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<tr>
<td>Wikipedia Project</td>
<td>10 percent</td>
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<tr>
<td>Cemetery Project</td>
<td>30 percent</td>
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<tr>
<td>Final Exam</td>
<td>25 percent</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10 percent</td>
</tr>
</tbody>
</table>

Grades will be assigned as follows:
92-100 percent: A  
90-91.9 percent: A-  
88-89.9 percent: B+  
82-87.9 percent: B  
80-81.9 percent: B-  
78-79.9 percent: C+  
72-77.9 percent: C  
70-71.9 percent: C-  
Below 70: discussion with me before assignment of grade.

_Policies:_

_Honor and Plagiarism_

I hold all students in this class to the university's policy on academic integrity. Cheating on tests or projects would be a serious offense. Please refer to http://wustl.edu/policies/undergraduate-academic-integrity.html for the complete code. If you are unclear on whether or not what you are doing is plagiarism, ask me before you turn it in.

_Disability_

Students with disabilities must work through the Cornerstone Center for Advanced Learning, http://cornerstone.wustl.edu/DisabilityResources.aspx. Please make me aware of any specific needs well in advance of tests or homework that would be affected.

_Harassment_

Harassment will not be tolerated. I refer you to http://www.wustl.edu/policies/discriminatoryharassment.html for the university's definition. If you feel you have been discriminated against or harassed in any way, please let me know immediately. If you
are uncomfortable talking to me, I would be happy to help you find somebody else to whom you may speak.

**Cellular Phone**
Please turn off your phone during class. Phones on silent or vibrate can still cause distraction. Please turn it off. It is easy to see somebody texting during class, by the way!

**Make-up Exam**
Make-up exams will not be given. Tests are given as per the schedule set out on the syllabus, please make your plans accordingly. Please contact me well in advance if there are conflicts in your schedule (i.e., not the day or night before the test).

**Attendance**
Please come to class. We will be covering material not in the book, which will appear on the test. If you will be missing a class, email me with an honest reason. I will accept a wide variety of excuses, so please be honest. Please arrange to get the notes you missed from a fellow student.

**Course Schedule and Readings:** (subject to change as semester progresses)

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading*</th>
<th>Assessment Due</th>
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</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td><em>Introduction, History of Arch.</em></td>
<td>Syllabus</td>
<td>-</td>
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<tr>
<td>Sept. 3</td>
<td><em>Research Design, Library Intro.</em></td>
<td>R&amp;B Ch. 1; Hemingway; Wikipedia Handout</td>
<td>-</td>
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<tr>
<td>Sept. 10</td>
<td><em>Evidence and Preservation</em></td>
<td>R&amp;B Ch. 2; Cemetery Handout</td>
<td>-</td>
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<tr>
<td>Sept. 17</td>
<td><em>Survey and Excavation</em></td>
<td>R&amp;B Ch. 3; Johnson†</td>
<td>Wikipedia</td>
</tr>
<tr>
<td>Sept. 24</td>
<td><em>Dating Methods &amp; Chronology</em></td>
<td>R&amp;B Ch. 4; Peraza L. et al.†</td>
<td>Cemetery Background</td>
</tr>
<tr>
<td>Oct. 1</td>
<td><em>Bioarchaeology</em></td>
<td>R&amp;B Ch. 11; Price et al.†</td>
<td>-</td>
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<tr>
<td>Oct. 8</td>
<td><em>Environment</em></td>
<td>R&amp;B Ch. 6; Desparat et al.; Hughes</td>
<td>Midterm Exam</td>
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<tr>
<td>Oct. 15</td>
<td><em>Diet and Subsistence</em></td>
<td>R&amp;B Ch. 7; Braidwood et al.; Katz and Voigt</td>
<td>-</td>
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<tr>
<td>Oct. 22</td>
<td><em>Technology</em></td>
<td>R&amp;B Ch. 8; Ford and Spaulding Debate</td>
<td>-</td>
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<tr>
<td>Oct. 26</td>
<td><em>Trade and Exchange</em></td>
<td>R&amp;B Ch. 9; Dahlin et al.</td>
<td>Cemetery Data</td>
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<tr>
<td>Nov. 5</td>
<td><em>Social Archaeology</em></td>
<td>R&amp;B Ch. 5; Pauketat</td>
<td>-</td>
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<tr>
<td>Nov. 12</td>
<td><em>Cognitive Arch., Art, &amp; Religion</em></td>
<td>R&amp;B Ch. 10; Piazza et al.; Puett</td>
<td>-</td>
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<tr>
<td>Nov. 19</td>
<td><em>No Class – Thanksgiving</em></td>
<td>-</td>
<td>-</td>
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<tr>
<td>Nov. 26</td>
<td><em>Archaeological Theory</em></td>
<td>R&amp;B Ch. 12; Binford</td>
<td>Cemetery Analysis</td>
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<tr>
<td>Dec. 3</td>
<td><em>Public Archaeology</em></td>
<td>R&amp;B Ch. 15</td>
<td>-</td>
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<tr>
<td>Dec. 10</td>
<td><em>Presentations, Conclusion, Review</em></td>
<td>-</td>
<td>Cemetery Final</td>
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<tr>
<td>Dec. 17</td>
<td>-</td>
<td>-</td>
<td>Final Exam</td>
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*Most information from reading: class is a discussion!*

†You may read the introduction and conclusions of this article and skim the rest, but be sure to know the main points and pay careful attention to how the technical analysis informed our understanding of a previous culture.

**Primary Text (R&B):**
Renfrew, Colin and Paul Bahn
Readings:
Binford, Lewis R.

Braidwood, Robert, Jonathan D. Sauer, Hans Helbaek, Paul C. Mangelsdorf, Hugh C. Cutler, Carleton S. Coon, Ralf Lenton, Julian Steward, Leo A. Oppenheim

Dahlin, Bruce H., Christopher T. Jensen, Richard E. Terry, David R. Wright, and Timothy Beach

Desprat, Stéphanie, María Fernanda Sánchez Goñi, and Marie-France Loutre

Ford, James A.

Hemingway, Ernest

Hughes, J. Donald

Johnson, Scott A. J.

Katz, Solomon H. and Mary M. Voigt

Pauketat, Timothy R.
2007 Chiefdoms and Other Archaeological Delusions. AltaMira Press, Plymouth, United Kingdom.

Peraza Lope, Carlos, Marilyn A. Masson, Timothy S. Hare, and Pedro Candelario Delgado Kú

Piazza, Jared, Jesse M. Bering, and Gordon Ingram

Price, T. Douglas, James H. Burton, Robert J. Sharer, Jane E. Buikstra, Lori E. Wright, Loa P. Traxler, Katherine A. Miller

Puett, Michael

Spaulding, Albert C.