A. COVER APPLICATION

1. Proposed Field of Study: Social Analysis
2. Course Number: CLSC 220
3. Full Course Title: Introduction to Archaeology
4. Catalog description: What can we learn about people and societies, past and present, from their material remains? This course introduces archaeological method and theory, with special focus on sites of the ancient Mediterranean basin.
5. Prerequisites: None
6. Units: 1
7. Estimate of student enrollment: 25
8. By whom and when the course will be offered: Elizabeth Baughan will offer the course every fall or as needed by the Classical Studies department.
9. Staffing implications: None.
10. Adequacy of library, technology, and other resources: There are no special needs for this course.
11. Interdepartmental and interschool implications: This course currently serves as an elective for majors and minors in Classical Studies, but it could also support majors and minors in anthropology and geography. It is also relevant to the fields of environmental studies, biology, and chemistry because it deals with the study of ancient landscapes (how humans affected them and vice versa), palaeoethnobotany, the processes of preservation and conservation of different organic and inorganic materials, and scientific dating methods. Discussion of gender ideologies as reflected in the archaeological record, in addition, makes the course pertinent to women, gender, and sexuality studies.
12. Contact: Elizabeth Baughan

FS Proposal: CLSC 220

B. FIELD OF STUDY FULFILLMENT

This course introduces students to methods and tools of social analysis through the lens of archaeology. In addition to learning basic methods of archaeological analysis (survey, excavation, recording, dating, etc.) and the history of archaeological thought, students will explore theories of social behavior and classification of societies (and its inherent difficulties). Throughout the course, we will analyze how material culture—the physical remains and expressions of individuals and societies—can be used to understand societies and the identities within them (whether individual, cultural, ethnic, or gender-related), in the past as well as the present. Through its use of campus as a hypothetical site for archaeological investigation, this course also engages the students with the past and present of the University and encourages critical analysis of our own campus ‘society.’

Successful students in this course will achieve the following objectives:
1. understand major concepts of archaeological thought and theories of social behavior, and their development over time
2. understand material culture as a socially relevant, in the past and the present
3 use material culture as a tool for understanding social behavior and societal structures
4 explore the ethics of archaeology, debates over ownership of archaeological material, and the use of archaeological material in the construction of national and cultural identities today

Objectives 1-3 involve the analysis of human behavior, whether as individuals or societies, through its material traces and remains, and Objective 4 explores the active construction of social identities today through the use of archaeological material.

These objectives will be met through course assignments and projects. In addition to weekly readings and discussion, students will keep a ‘Living Archaeology’ journal, with weekly entries on topics ranging from the significance of individual items of material culture in their own world (a coffee mug or necklace, for example) and what future archaeologists could learn from them, to ‘garbology’—the study of garbage deposition patterns in a given 25 sq. ft. area somewhere on campus and their relation to observed behavior in the same area. Three course projects and occasional in-class activities also require students to apply analytical skills to the course material. The first project involves reconstructing human activity at a given site based on an actual excavation section drawing; the second involves studying a current archaeological project and critically assessing its methods of analysis and interpretation; and the third consists of drafting a research plan for the archaeological investigation of the UR campus or some part of it. In-class activities include scenario exercises, where students are given a ‘data set’ of archaeological evidence (for example, a list of artifacts and a plan of their distribution within a site) and asked to ‘read’ social behavior from it (for instance, ‘What type of society lived here? Was it ranked? Was it centralized? What interactions did it have with neighboring societies?’, etc.). Throughout all these activities, different theoretical models of interpretation (Marxist, structuralist, etc.) will be explored and encouraged, in keeping with current ‘processual’ and ‘postprocessual’ approaches to the discipline of archaeology.

C. COURSE SYLLABUS
(attached)

Professor Baughan
North Court 206
289-8426
ebaughan@richmond.edu

Office Hours:
Wed. 11:30-12:30
Thurs. 11-12
and by appointment

Course description:
How can we read the past? What can we learn about people and societies, past and present, from their material remains? This course will provide an introduction to archaeological method and theory, with special focus on the archaeology of the ancient Mediterranean basin. We will consider the history of the discipline and major advances and trends in archaeological science and interpretation while
examining select case-studies from the Mediterranean world (e.g., Çatal Höyük, Knossos, and Pompeii). There will be a “hands-on” component introducing students to basic techniques of field survey and recording. We will also examine current crises and controversies surrounding archaeology—what is ‘cultural property,’ and to whom does it belong? There will be a class **field trip to Jamestown** on Virginia Archaeology Day, **Saturday 10/4**.

**Course objectives:**
- understand major concepts of archaeological thought and theories of social behavior, and their development over time
- understand material culture as a socially relevant, in the past and the present
- use material culture as a tool for understanding social behavior and societal structures
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**Textbooks:**

**Coursework and grading:**

**Participation and homework, 10%** Participation obviously requires basic attendance, but it also requires **preparation**—come to class prepared to discuss material presented in the assigned readings and new topics presented in class, and please ask questions or make comments when you have them. This category also includes **written homework** that will occasionally be assigned to hand in or submit to our discussion board on Blackboard, and **pop quizzes** based on the assigned readings. Attendance and participation will be recorded regularly.

**How to prepare for this class:**
Go to our **Blackboard** site each weekend to find the following week’s **Reading Worksheet**. This will list important terms to look for in the reading and to be able to define, questions designed to promote both comprehension and critical thought, and (occasionally) links to on-line material to supplement the readings in the textbook. Read with these terms and questions in mind, prepare answers on your own or in a study group, and bring them to class with you for discussion.

**Journal, 15%** Part of your participation in the course will be keeping a ‘living archaeology’ journal. Over the course of the semester, you will submit **ten individual (1-2 page) entries** to me by **email**, and then submit the whole thing in paper form at the end for evaluation. Journal entries are **due by 5 pm** on the Friday of the week in which they are listed on the syllabus (late submissions will not be accepted and will not be evaluated at the end).

The goal of this journal is to bring what you learn in this course to bear on the world around you, and to bring your interactions with modern material culture to bear on your understanding of archaeology and how we can use it to understand ancient societies. Prompts coordinated with the week’s topics will be provided on the Reading Worksheet for that week. For example, you might be asked to describe a specific item of material culture used or encountered in your life and reflect upon its social or ideological meaning, if any, and how that may or may not be deducible. Or you might be asked to imagine a scenario, such as: What might be confusing for future archaeologists if your room were buried in a volcanic eruption right this minute?

**Projects, 30%:**
(Further details and instructions for each project will be provided in class.)

- Project 1 (5%), due **Tues. 10/7**: Stratigraphy exercise and Harris matrix.
- Project 2 (10%): Site report presentation and handout, to be delivered in class on **Tues. 11/18, Thurs. 11/20, or Tues. 11/25**
- Project 3 (15%), due **Thurs. 12/4**: Proposal for archaeological research on campus (5-7 pp.).

**Exams, 45%:**
- Midterm 20% (**Thurs. 10/16**)
- Final 25% (**Tues. 12/19 2-5 pm**)

Exams will consist of brief identification of terms and names, image-based questions or exercises, and short essays. The Final Exam will contain an additional comprehensive essay. More information and sample questions will be provided in class.

**Class guidelines and policies:**

- Please be on time for class.
- Please turn off all cell phones, pagers, and other electronic devices.
- Unless we're working in groups, all talking should be addressed to the whole class.
- All assignments are due at the beginning of class on the specified due date. Late submissions will be marked down by 1/3 of a letter grade (for instance, from an A to an A-) for each day the work is late.
- All work submitted for a grade must be pledged according to the honor code.
- All cases of academic dishonesty will be reported to the Honor Council.

**Books on course reserve (and e-books*, available on-line):**


**CLASS TOPICS AND READING SCHEDULE**

***Remember to check the Reading Worksheet on Blackboard each week, for updates, links to online sources, discussion questions, and written assignments***

**Week 1 (8/26-28)**

Introduction: What is archaeology?; history of archaeology
RB Intro. & Ch. 1; Biers Ch. 1; Etienne Chs. 1-3
Week 2 (9/2-4)
History of archaeology, cont’d.; archaeological evidence and site preservation. For Tues.: RB Ch. 2; Barker, “How Archaeological Sites are Formed” in Understanding Archaeological Excavation (reserve book). For Thurs.: On-line case studies (TBA); Etienne Chs. 7-8, and pps. 130-131, 144-147.

**Journal 1 due Fri. 9/5**

Week 3 (9/9-11)
Sites, settlements, and archaeological survey Tues.: RB pp. 73-108; Alcock, Cherry, and Davis, “Intensive survey, agricultural practice and the classical landscape of Greece” (E-Reserves) Thurs., survey practicum: skim Joukowsky Ch. 5 “Surveying” (reserve book). **Please wear sensible shoes and clothing; if there is RAIN, read assignment for Tues. 9/16.**

**Journal 2 due Fri. 9/12**

Week 4 (9/16-18)

**Journal 3 due Fri. 9/18**

Week 5 (9/23-25)
Campus history and introduction to Project 3 Tues. MEET IN SPATIAL ANALYSIS LAB, 106 WEINSTEIN. “Ralph Adams Cram and the University of Richmond,” in Sliper, Ralph Adams Cram and the University of Richmond, and the Gothic Style Today (reserve book); “Digging on the shoulders of Giants” (on-line report of 2006 excavation on campus); and other sources TBA Thurs., NO CLASS (Prof. Baughan in Rome): Read ahead for next week

**Journal 4 due Fri. 9/25**

Week 6 (9/30-10/2)
Chronology: Stratigraphy, Relative and Absolute Dating Tues.: RB pp. 121-132; Biers pp. 9-60; Harris, “The laws of archaeological stratigraphy” (E-Reserves) Thurs.: RB pp. 133-174; Biers pp. 61-86; Etienne pp. 148-149

**Journal 5 due Fri. 10/3**

SAT. 10/4, VIRGINIA ARCHAEOLOGY DAY: FIELD TRIP TO JAMESTOWN

Week 7 (10/7-9)
Archaeology of societies and identity Tues.: PROJECT 1 DUE; RB pp. 175-222 Thurs.: RB pp. 223-230; Smithson, “The Tomb of a Rich Athenian Lady” Hesperia 37 (1968) 77-116 (on-line in JSTOR)

Week 8 (10/14-16) (No class Tues. 10/14) Thurs.: MIDTERM EXAM (bring a bluebook)
Week 9 (10/21-23)
Environment, food, and subsistence Tues.: RB Ch. 6 Thurs.: RB Ch. 7; Foxhall et al., “Human Ecology and the Classical Landscape,” in Classical Archaeology, pp. 91-117 (E-Reserves)

Journal 6 due Fri. 10/24

Week 10 (10/28-30)
Tools and technology Tues.: RB Ch. 8 Thurs.: MEET IN ANCIENT WORLD GALLERY. “Greek Painted Pottery” and “Bronze Sculpture,” in Making Classical Art, pp. 62-77 (E-Reserves); skim Joukowsky, A Complete Manual of Field Archaeology, pp. 332-362 (reserve book)

Journal 7 due Fri. 10/31

Week 11 (11/4-6)
Trade and exchange; Ideology and symbolism Tues.: RB Ch. 9; websites on the Uluburun shipwreck Thurs.: RB Ch. 10; Meskell, “Goddesses, Gimbutas, and New-Age Archaeology” (E-Reserves)

Journal 8 due Fri. 11/7

Week 12 (11/11-13)

Journal 9 due Fri. 11/14

Week 13 (11/18-20)
Case studies and site report presentations (PROJECT 2) Tues.: RB Ch. 13; Project 2 reports (schedule TBA) Wed.: GIS Day! Open House events in 106 Weinstein Thurs.: Project 2 reports (schedule TBA)

Journal 10 (and print-out of WHOLE JOURNAL due Fri. 11/21)

Week 14 (11/25-27)
Case studies and site report presentations (PROJECT 2), contd. Tues.: Project 2 reports (schedule TBA) (No class Thurs. 11/27)

Week 15 (12/2-4)
Cultural property and archaeological ethics Tues.: RB Ch. 14; selections from Archaeological Ethics (E-Reserves); Etienne Ch. 5 and pp. 136-143, 154-163 Thurs.: PROJECT 3 DUE

Thurs. 12/13, 2-5 pm FINAL EXAM (bring a bluebook)