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OF NEW JERSEY

DEPARTMENT OF ANTHROPOLOGY
Ruth Adams Building -3rd Floor
12 Chemistry Drive
New Brunswick, 08901-NJ

Course Title: **Field Study in Archaeology: Archaeological Sciences & Neanderthals in Spain**
Course number: **01:070:334**
Credits: **3**
Course site: **https://canvas.rutgers.edu/**
Semester: **Summer**
Lecture schedule: Mondays to Fridays, 7 pm (Central European Summer Time)

Main Instructor: **Dan Cabanes**
Secondary instructors: **Carolina Mallol, Cristo Hernández**

Contact information:

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New Jersey, USA

Office hours: during the summer season, office hours are 24/7 for the duration of the course.

COURSE STRUCTURE, REQUIREMENTS, AND POLICIES

Course description: This course offers an intensive, hands-on scientific-archaeology experience at El Salt, a Middle Paleolithic site in Alcoy, Spain. The course will give you a unique opportunity to excavate a site discussed in class while acquiring practical skills in scientific field research. El Salt is a rock shelter used by Neanderthals as a camp around 50,000 years ago. The excavations at the site have provided a wealth of archaeological remains, but more importantly, the current research project is a world leader in archaeological sciences. The interdisciplinary team at El Salt applies methods such as lipid biomarkers, aDNA, soil micromorphology, FTIR, paleomagnetism, or phytoliths to study Neanderthal fire technology and behavior. The results of this research have been published in major scientific journals, and research at the site has been funded with highly competitive grants, making the expedition an example of scientific success. This course will teach you excavation etiquette, advanced Paleolithic field methods, basic lithic tool and faunal analysis, and advanced micro-remain sampling and analytical strategies. At the end of this course, you will be familiar with the different roles in a Paleolithic excavation, you should be able to behave professionally in future excavations, and you will gain practical and theoretical experience in archaeological sciences and human evolution. In addition, you will

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have the opportunity to meet with several specialists who are leaders in their field of research and build future networking opportunities. This course fulfills the practicum requirement for the minor in Archaeology.

Learning goals:

General learning goals:
This course aims to train you on the basics of field methods in archaeological sciences. Once the course is completed, the students should be able to:

A) Follow excavation etiquette and basic methods
B) Understand the different roles in an archaeological excavation
C) Propose sampling strategies adequate to the techniques used, and
D) Identify the best scientific tools to answer archaeological questions.

Detailed learning goals:

Learning goals for this course are divided into practical skills and theoretical knowledge.

Practical skills

1. The students will learn the basics of excavation etiquette and methods. They should be able to identify major archaeological categories (stratigraphic layers, faunal remains, lithic tools, features) and how to record them.
2. The students will learn to collect, record, and organize samples for scientific analysis. They should learn to plan sampling strategies for their projects and justify them within the broader research framework carried out at the site.
3. The students will learn to use the field laboratory to pre-screen their samples before final analysis in the lab. They should be able to evaluate sample quality and conclude whether further sampling is required.

Theoretical knowledge

4. The students will be able to explain and summarize major events related to the Neanderthal evolution, extinction, behavior, and technology within the framework of human evolution.
5. The students will be able to describe basic techniques in archaeological sciences and identify how they can be used to investigate the past.

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GRADING STRUCTURE

1. Assignments:

Excavation diary (35% of the final grade).

The excavation diary will help the faculty evaluate your practical skills and your development of critical thinking. You must write a diary of your daily experiences in the excavation. Every excavation director keeps a diary with daily entries to record the excavation's progress. In this case, you will play the role of the excavation "director" by writing your diary. This diary should be recorded professionally, and research questions should be formulated and adapted to the excavation progress. The diary must include daily entries that will be used to assess students' critical thinking development as you gain field experience and interact with professional archaeologists. In the diary, we will ask you to record the day's events in the excavation and develop a short-term excavation plan (following day strategies and excavation focus) with a long-term plan (research questions). If you are progressing, you should develop a better sense of how to proceed in the excavation as you acquire more field experience, and your research questions should become more sophisticated as you gain more experience. A real example of a diary entry from the previous season will be shared with the students as a guide. The diary should be handed to Prof. Cabanes every morning before the excavation starts, and he will provide you with daily verbal feedback on your diary entries. You should follow the feedback to improve your results. Diary entries are typically half a page long.

Honors' thesis proposal/Professional report (35% of the final grade)

A. *Honor's thesis proposal*. **This assignment should be completed ONLY by those students intending to pursue an honors thesis during the subsequent academic year**. You will write an honors thesis proposal. Prof. Cabanes will review at least one draft of the proposal before submitting the final version. You should work directly with the faculty in the course to develop the proposal and collect samples. You are expected to ask questions and interact with the faculty. The proposal should include:
    i. Theoretical background in the form of a broad introduction to the subject. The foundational knowledge for the introduction will be provided during the lectures.
    ii. Clear research questions, with specific objectives and a feasibility plan. The research question should be based on the theoretical framework, and the objectives must be completed within an academic year.
    iii. A section on materials and methods describing the number of samples to be analyzed, their nature, and the methods used to analyze the samples.
    iv. Expected challenges and outcomes. The student should be able to identify potential challenges for the proposal and should include a section indicating the products (thesis, papers, posters) expected after the thesis. The outcomes should

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include a section outlining how the project will contribute to the broader understanding of Neanderthals.

v. References. List of all the references used in the proposal.

B. *Professional report*. **This assignment should be completed ONLY by students who are not planning to pursue an honors thesis after this course**. You will analyze archaeological materials recovered during the field season at El Salt and write a professional report with the results. Prof. Cabanes will review at least one draft before submitting the final version. You are expected to consult with the faculty in the field regarding the literature you will use. You will receive direct, one-on-one guidance during the analysis of the remains by the specialist in the field. The length should be between 1250 and 1500 words, approximately five letter-size pages, excluding the references. The paper should include:

i. Introduction explaining Neanderthals in the context of Human Evolution, the importance of El Salt for studying Neanderthals, and a brief introduction to one of the following Neanderthal-based subjects: lithic technology, diet, or fire technology.

ii. Materials and methods section. For the materials, you should select some remains recovered in the excavation (lithics, faunal or botanical remains, and combustion structures) and use the field methods taught in the course to analyze these remains. For feasibility, we will limit the number of items to study. For instance, you will analyze only 10 lithic remains or compare only 2 hearth features.

iii. Results. This section includes tables, figures, or plots showing the analysis's results.

iv. Discussion and conclusions. A short section interpreting the results and indicating future directions of research.

v. References. List of all the references used in the paper.

Final exam (15% of the final grade). You must take a final exam of 10 questions from the lectures and the field teaching. The answer should be brief, with a maximum extension of half a page, and you will have one hour to answer all the questions. If you have been paying minimal attention, studying for this exam might not be necessary since you will already know the answers. Here you can find some examples:

- What does Z indicate in a Paleolithic excavation?
- Identify a mineral found in El Salt sediments and explain its significance for interpreting the archaeological remains.
- Identify another Middle Paleolithic (Neanderthal) site and explain how it compares to El Salt.
- List and explain briefly which methods will be appropriate to study the paleoenvironmental record in a Middle Paleolithic site.

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Participation (15% of the final grade). Professional coexistence during an excavation can be complex, encompassing both work and communal living arrangements. You'll be sharing space with the faculty beyond the teaching settings. We will evaluate your participation in the excavation and the hours after the excavation. As Rutgers's ambassadors, we expect you to behave according to our high standards. You must respect other cultures and traditions, understand when and how to act professionally, and maintain clear boundaries between professional and private settings. We aim to provide a relaxed, friendly, yet respectful learning environment, and we hope you can help us with this endeavor.

Assignment	Brief description	Final grade percentage	Due date
Diary	Keep daily entries in a scientific diary	35%	Every morning after the first day of excavation
Honors thesis proposal / Paper	Write an honors' thesis proposal or a research paper	35 %	First draft by the first Friday. Final version after the last day of the course (5 days before the end of the summer season)
Final exam	Answer ten questions briefly.	15%	Final day of the course.
Participation	Show a professional conduct in the field	15 %	Every day of the course

2. **Policy for missed and late assignments**:

Unless experiencing extraordinary circumstances, I expect all assignments to be turned in on time. Grades will be reduced by 10% for each additional day required to complete the assignments. All assignments must be completed to obtain a grade above F If you miss a single assignment, your grade will be F. If you miss the final exam, you must schedule a new exam date with Prof. Cabanes.

3. Policy for lecture/lab attendance:
Unless you are experiencing extraordinary circumstances, you are expected to attend all lectures, excavation days, and laboratory sessions. **If you miss two or more excavation days, laboratory sessions, or lectures, you risk being expelled from the excavation** and getting an F for a final grade.

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4. Extraordinary circumstances definition:

Travelling abroad might be challenging, and sometimes we experience exceptional circumstances. Examples of extraordinary circumstances include, but are not limited to, disease, injury, or a family emergency. If you experience any of these situations, the faculty in the field will provide direct support, and we will adapt the field experience to your situation.

5. Rubric

Excavation diary				
General learning goals: B, C, and D. Specific learning goals: 1,2, and 3				
Rubric result	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Objectives	• Records events and findings in detail. • Prepares a detailed action plan for the following day • Generates a viable long-term research questions that will provide innovative data	• Records events and findings in detail. • Prepares an action plan for the following day • Generates long-term research questions that will provide data	• Records events and findings • Prepares an action plan for the following day • Generates long-term research questions	• Fails to record events and findings • Does not have action plan for the following day • Does not generate long-term research questions
Grade %	Grade 90% or higher	Grade 80% to 89%	Grade 70% to 79%	Grade below 69%
Letter Grade	A	B+, B	C+, C	D, F

Honor's thesis proposal				
General learning goals: C and D. Specific learning goals: 2,3,4 and 5				
Rubric result	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Objectives	• Formulates a sophisticated theoretical background using the scientific style.	• Explains the theoretical background using the scientific style.	• Writes a theoretical background in correct English. • Prepares research questions.	• Fails to grasp the significance of the theoretical background and uses a poor style. • The research questions will add more

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	• Designs clear research questions that can be answered within an academic year and are based on the theoretical background • Describes the fundamentals of the methods to be used and selects the proper samples. • Identifies clearly the potential research outcomes and prepares for the upcoming challenges. • Uses a broad literature appropriate to the subject under study.	• Designs research questions that can be answered within an academic year and are based on the theoretical background • Describes the methods to be used and selects the samples. • Identifies potential research outcomes and upcoming challenges. • Uses literature appropriate to the subject under study.	• Describes some methods • Identifies some outcomes of the research and upcoming challenges. • Uses some literature appropriate to the subject under study.	information, or will not be answered by the methods used • The student misidentifies the methods to apply, or the expected results • Fails to identify research outcomes or challenges. • Does not use the appropriate literature.
Grade %	Grade 90% or higher	Grade 80% to 89%	Grade 70% to 79%	Grade below 69%
Letter Grade	A	B+, B	C+, C	D, F

Professional report				
General learning goals: C and D. Specific learning goals: 2,3,4 and 5				
Rubric result	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Objectives	• Construct a synthesis of intersection between Neanderthals, Human Evolution, El Salt, and the subject to study (lithics, diet, fire), using the scientific writing style. • Analyzes correctly the materials to study applying the methods taught in class. • Produce a complete results section including supporting materials such as tables or figures.	• Summarizes the role of El Salt to understand the place of Neanderthal in Human Evolution, using the scientific writing style. • Analyzes the materials to study applying the methods taught in class. • Produce a results section including supporting materials such	• Describes the place of Neanderthals in Human Evolution using correct English. • Analyzes the materials to study with direct assistance of the faculty. • Describes the results from the analysis • Interprets the results obtained in the context of Human Evolution. • Uses some literature	• Fails to describe the place of Neanderthals in Human Evolution or to use correct English. • Fails to analyze the materials under study. • Does not produce results. • Fails to interpret the results within the proper theoretical framework. • Does not use the appropriate literature.

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	• Interprets the results obtained following the theoretical framework and assess future directions of research. • Uses a broad literature appropriate to the subject under study.	as tables or figures. • Interprets the results obtained and proposes new steps. • Uses literature appropriate to the subject under study.	appropriate to the subject under study.	
Grade %	Grade 90% or higher	Grade 80% to 89%	Grade 70% to 79%	Grade below 69%
Letter Grade	A	B+, B	C+, C	D, F

Final exam				
General learning goals: D. Specific learning goals: 4 and 5				
Rubric result	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Objectives	Answers 9 to 10 questions correctly, using a direct style and summarizing the maximum information in the available space.	Answers 8 to 9 questions correctly, using a direct style and summarizing the maximum information in the available space.	Answers 6 to 7 questions correctly, using a direct style and summarizing the maximum information in the available space.	Answers less than 6 questions correctly.
Grade %	Grade 90% or higher	Grade 80% to 89%	Grade 70% to 79%	Grade below 69%
Letter Grade	A	B+, B	C+, C	D, F

Participation				
General learning goals: A Specific learning goals: 1				
Rubric result	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
Objectives	• The student is an active team member and completes any excavation or support task assigned in a timely manner. • The student treats respectfully all the excavation team members and support staff, regardless of their hierarchy. • The student participates	• The student is an active team member and completes any excavation or support task assigned. • The student treats respectfully all the excavation team members and support staff. • The student participates actively in the activities and discussions. • The student follows orders and	• The student completes excavation or support tasks assigned. • The student treats respectfully all the excavation team members and support staff. • The student participates in the activities and discussions.	• The does not complete assigned tasks. • The student does not treat respectfully all the excavation team members and support staff. • The student does not participate in the activities and discussions. • The student does not follows orders or understands the challenges of professional expeditions.

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	enthusiastically in the activities and discussions. • The student is capable to follow orders and understands the challenges of professional expeditions. • The student communicates immediately and clearly with the faculty if there is any issue.	understands the challenges of professional expeditions. • The student communicates with the faculty if there is any issue.	• The student follows orders and understands the challenges of professional expeditions. • The student delays communication with the faculty when issues emerge.	• The student does not communicate with the faculty when issues emerge.
Grade %	Grade 90% or higher	Grade 80% to 89%	Grade 70% to 79%	Grade below 69%
Letter Grade	A	B+, B	C+, C	D, F

Materials required:

No handbook purchase is required for this course.

Professor Cabanes will upload a series of book chapters and scientific papers to Canvas to be read before starting the course.

Students must purchase a half-letter (A5) page-size **notebook for the diary**. The notebook should be glue-bound (spiral binding or detachable bindings are not accepted) and must have a hard cover and at least 150 pages. These notebooks can be purchased on Amazon for less $10. Please bring your favorite writing materials such as pens, pencils, erasers, etc.

Students must bring **a laptop**, a tablet, or a similar device to write their papers. Laptop availability in the excavation is limited and typically used for excavation purposes. In addition to your favorite device, purchasing roaming data or a Spanish SIM card is highly recommended for full internet access. WIFI access is limited and restricted to emergencies and excavation purposes.

The expedition will provide all excavation tools, but you must **bring appropriate clothing and personal items**. Below you can find a list of suggested gear and items.

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Tentative course schedule*

Day 0.

Before your trip, you will have an online or in-person meeting with Prof. Cabanes to finalize your trip details. The date and time of the meeting will be announced in Canvas. Consider this your first formal lecture.

Day 1.
Arrival at the site and introduction to the research team and the site.
Lecture: *Introduction to excavation etiquette and program* by Carolina Mallol, Cristo Hernández, and Dan Cabanes

Day 2
Excavation and laboratory
Lecture: *Neanderthals, Human Evolution, and Archaeology*, by Dan Cabanes

Readings:

Romagnoli, F., Rivals, F., Benazzi, S., 2022. Updating Neanderthals: Taking stock of more than 160 years of studies, Updating Neanderthals: Understanding Behavioural Complexity in the Late Middle Palaeolithic, pp. 1–15.

Rosas, A., Bastir, M., García-Tabernero, A., 2022. Neanderthals: Anatomy, genes, and evolution, Updating Neanderthals: Understanding Behavioural Complexity in the Late Middle Palaeolithic, pp. 71–87.

Day 3
Excavation and laboratory
Lecture: *History of the excavations at El Salt and other sites*, by Cristo Hernández.

Readings:

Garralda, M.D., Galván, B., Hernández, C.M., Mallol, C., Gómez, J.A., Maureille, B., 2014. Neanderthals from El Salt (Alcoy, Spain) in the context of the latest Middle Palaeolithic populations from the southeast of the Iberian Peninsula, Journal of Human Evolution 75, 1–15.

Day 4
Excavation and laboratory
Lecture: *Geoarchaeology and Context*, by Carolina Mallol

Readings:

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Goldberg, P., Macphail, R.I., 2005. Caves and Rockshelters, Practical and Theoretical Geoarchaeology, pp. 169–187.

Day 5
Excavation and laboratory
Lecture: *Minerals and bone diagenesis*, by Dan Cabanes

Readings:

Karkanas, P., Bar-Yosef, O., Goldberg, P., Weiner, S., 2000. Diagenesis in prehistoric caves: The use of minerals that form in situ to assess the completeness of the archaeological record, Journal of Archaeological Science 27, 915–929.

Day 6
Excavation and laboratory
Lecture: *Phytolith and other micro-remains*, by Dan Cabanes

Readings:

Cabanes, D., 2020. Phytolith Analysis in Paleoecology and Archaeology, Interdisciplinary Contributions to Archaeology, pp. 255–288.

Day 7
No excavation
Field trip: Visit to the local archaeology museum or the surrounding sites.
No lecture. Free time from lunch to 7 pm. Return to base for dinner.

Day 8
Excavation and laboratory
No lecture.

Day 9
Excavation and laboratory
Lecture: *Sampling strategies for micro-archaeology and palaeoecological reconstruction*, by Dan Cabanes

Readings:
Cabanes, D., 2020. Phytolith Analysis in Paleoecology and Archaeology, Interdisciplinary Contributions to Archaeology, pp. 255–288.

Day 10
Excavation and laboratory
Lecture: *Lithic technology and Human evolution*, by Cristo Hernández

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Readings:
Kuhn, S.L., 2020. Introduction to *the evolution of paleolithic technologies*. Taylor and Francis. Pp 1-12.

Day 11
Excavation and laboratory
Lecture: *Introduction to Zooarchaeology*, by Leopoldo Pérez (guest speaker)

Readings: Pérez L, Machado J, Sanchis A, Hernández CM, Mallol C, Galván B. A High Temporal Resolution Zooarchaeological Approach to Neanderthal Subsistence Strategies on the Southeastern Iberian Peninsula: El Salt Stratigraphic Unit Xa (Alicante, Spain). Interdisciplinary Contributions to Archaeology 2020. p. 237–89.

Day 12
Excavation and laboratory
Lecture: *Introduction to Paleomagnetism*, by Ángel Carrancho (guest speaker)

Readings:

Batt, C., 2023. Archaeomagnetic Dating, Handbook of Archaeological Sciences, Volume 1, Second Edition, pp. 99–117.

Day 13
No excavation.
Trip to the museum or surrounding sites.
Free time after lunch.

Day 14.
Excavation – no lab.
Final exam at 5 pm. Free time after the final exam.

Day 15
Farewell and return home (or continue traveling in Europe).

Day +15
Five days before the end of the summer semester, you must submit your report or thesis proposal. The date will be updated in Canvas every year.

* Course schedule is subject to change to accommodate guest speakers' participation, weather conditions, or any other unexpected circumstances.

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ADDITIONAL INFORMATION FOR THIS COURSE

What to expect: a typical day in El Salt

The daily routine during the course is designed to fully integrate you into the excavation team. You will have real excavation experience, rather than a detached field school for students only.

From Sunday to Friday, you will wake up around 7:30 am, have breakfast at 8:30 am, and run your assigned daily chores with your Spanish counterparts, in pairs or groups of three. The chores can include everything, from setting the table for breakfast to preparing excavation materials. Chores rotate daily among all excavation members, including faculty.

At 9 am, you should be ready to attend the day's lecture. The lectures take place in the conference room and last about an hour. After the lecture, you'll work in the lab until 11 am, when we will have a small snack before heading to the site.

Excavation at the site starts at 11:15 am, when the light is better, and the shade of the rock wall starts to cover the excavation area. You will be required to wear proper excavation gear (hiking shoes or sneakers, hats, water bottles, etc.), but the research project will provide all the necessary tools for the excavation.

Once in the excavation, you will be assigned to an area supervisor (typically a faculty member, postdoc, or graduate student) and trained on the basics of archaeological excavation. Each area supervisor oversees three to four excavators. The total excavation area is relatively small, just a few square meters, and the excavation team has 20 to 25 members. The faculty members of the expedition shift from one area to another as needed, so they can always answer your questions immediately. If there are no questions, we typically conduct rounds every 60 to 90 minutes to ensure everyone understands their daily roles and objectives.

The excavation continues until 2 pm, and then we have a lunch break until 4 pm to avoid the day's hottest hours. Depending on your duties that day, you must help set the table or clean up after lunch. Even if you are on "duty", there is still time to enjoy a proper "siesta".

After the break, the excavation members will return to the site or stay in the laboratory, depending on their daily assignment. If you are scheduled to return to the field, you will work directly with Cabanes and Mallol to develop a sampling strategy and collect sediment samples. If they are expected to work in the laboratory, you will be trained on lithics, faunal analysis, and the methods employed to record these remains. Typically, the laboratory/field afternoon duty rotates daily. If you have been in the field the previous day, you will be scheduled to work in the laboratory the next day. During the second week of the fieldwork, the afternoon duties will change to sediment sampling and pre-screening in the lab.

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In addition to regular digging, you will rotate through the site's specialized tasks. These include functions such as flotation, total station, and field data entry. This rotation will allow you to experience each role in the excavation during the first week and repeat your favorite task during the second week.

By 6 pm, the excavation ends, and then we sort the materials recovered that day and prepare the equipment for the next day. Around 6:30 pm, you will have free time to shower, work on assignments, and rest until dinner. Remember that the site is 150 feet from the house, about 2 minutes on foot at a very slow pace.

Dinner is served at 9:00 pm, and after dinner, if you are not on kitchen duty, you will have more free time to work on your diaries or rest.

There is no formal bedtime, and each one goes to bed when they feel tired. Since you will be sharing the room with others, you must get everything ready for bed before anyone else decides to head to bed. **This is not a trivial request, and you must respect your colleagues' resting hours.** Noise or light of any kind is not allowed in the bedroom when people sleep.

Gear up for a real archaeological excavation

El Salt is located in Southeastern Spain. You will be enjoying a hot and humid Mediterranean summer. Despite being at more than 1,800 feet above sea level, temperatures in Alcoy can easily reach 90°F with lows around 63°F. As you can see, there is significant thermal variation, so we encourage you to bring summer clothes and some long sleeves or a light jacket. Also, it's not unusual to have some rain during the summer, sometimes accompanied by sudden thunderstorms. The storms last only a few hours, and the next day is typically very humid and hot.

You need proper gear for the excavation, although there is no need for expensive technical clothing. Be aware that the excavation is dusty, and rocks and excavation tools can lightly damage your clothes. Most of the Spanish archaeologists wear Decathlon trekking gear. Decathlon is a store like REI or Dick's Sporting Goods, but it also sells its own brand of gear at very low prices. Unfortunately, I haven't found a similar store in the US yet, but we have one less than 8 miles away from the site, in case you need a last-minute purchase.

During the excavation, you should wear the following items:

- Trekking shorts or long trousers. Avoid gym clothes as they will tear apart fast. Avoid jeans, as they do not fare well in hot, humid environments. Jeans are ok for after the excavation. Cargo pants, short or long, are also good, make sure they are not too thick, and that will transpire.
- Trekking t-shirt or cotton t-shirts. Use t-shirts that transpire and protect from the sunlight. I don't recommend a long-sleeve shirt because the climate is too humid and the site is partially shaded. You may use the long-sleeved shirt in the early morning hours. Hard-line archaeologists take pride in wearing the cheapest, oldest, and worst-state cotton t-shirts obtained at no cost from a random business promotion. There is no need for a vest; you are not in a safari.

- If you are lucky, it could be chilly in the early morning. Bring a light sweater, a jacket, a hoodie, or a light rain jacket. Don't overpack; you won't be using it very often.
- Wear a hat. Even if the excavation is partially in the shade, bringing some protection for your head is always a good idea. A baseball cap, or a trekking hat, should be good enough. You don't need an explorer hat.
- Sunscreen. No matter what type of skin you have, skin cancer is not a joke. Bring at least 50 SPF sports sunscreen.
- Proper shoes. Proper shoes are always a topic of debate among archaeologists, as different sites require different footwear. After many years of experience in El Salt, my favorite choices are low trekking or trail running shoes. They don't need to be waterproof, but I prefer them that way because I can use them in other sites. Sneakers are also acceptable for El Salt, and high trekking boots will offer more ankle support, but they might be too hot for the summer weather. Make sure you bring some flip-flops (you'll need them for the showers).
- Bring your water bottle. We will provide water during the excavation, but you must bring your personal water bottle. Drinking directly from the water cans is forbidden. You don't need a huge bottle, since access to water is very easy. A bottle of around a liter in volume is the ideal size.

After the excavation

Once the digging stops for the day, most people take a shower and change to "civilian" clothes. We welcome any style as long as you feel comfortable, and there is no dress code beyond wearing clothes. The following is a list of practical items I always take with me:

- Flip flops or some plastic sandals that dry fast.
- Sneakers in case we go downtown, Alcoy.
- A pair of jeans, a light jacket, or a sweater in case it is chilly
- Shorts and swimming gear – the public swimming pool is not far away from the site.
- Some gear for running or doing exercise (only if you are a highly motivated person, you'll be exhausted by the end of the day)
- **Mosquito repellent, tons of it,** bring it with you or buy it in Spain, you'll need it especially during sunset and nights.
- Bring your towel for the shower, and perhaps for the swimming pool
- Bring pajamas or similar, as **privacy is limited**.
- The excavation has some bed linens, but we recommend bringing your own sheets/sleeping bag. Pillows and blankets (rarely needed) will be provided.

Limited privacy, sharing spaces, and bedroom arrangements

One of the advantages of staying at Villa Vicenta is the proximity to the site, but in exchange, we must accommodate limited privacy and shared spaces. You will be sleeping in a bunk bed or on a mattress on the floor, sharing the space with people of different genders. Bathrooms and showers are also shared, so you must plan to keep your privacy. Some excavation members bring camping tents and sleep outside in the backyard, where there is plenty of camping space. If you are a light sleeper, consider bringing earplugs or a night mask if light bothers you.

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Medications, allergies, and food preferences

If you take medication regularly, you must ensure you will have enough medication for the duration of the course. Unless your doctor recommends otherwise, we strongly encourage you to continue taking the same medications you take at home.

The physical requirements for accessing the site are minimal, but it's important for any archaeological excavation that you keep in as good a shape as possible.

If you have any food allergies, you **must send a complete list of allergens before joining the excavation**.

If you have any alimentary restriction for religious or ethical reasons, we will try to accommodate you as much as possible. However, you should be aware that meals are served to the whole team, and variations on the daily menu are limited.

Other travel considerations

Passport and visa requirements for US citizens
You will be travelling to a Schengen area country. Your passport must be valid for at least three months beyond your departure date from the Schengen area. If your passport is about to expire or you don't have one, I strongly recommend checking the processing times on the State Department's website, as you might need to plan your trip accordingly. You don't need a visa to visit the Schengen area, but your stay must be limited to 90 days. If you are not a US citizen, check the visa requirements for your country of citizenship.

Health insurance
Travelling abroad without health insurance is strictly forbidden, and you will not be allowed to participate in the course. Cost-efficient health insurance can be contracted through Rutgers. In addition, you must register with Rutgers to travel abroad. You may find additional information on this website: https://finance.rutgers.edu/risk-management/universitywide/international-travel

Internet access and communications
The excavation does not have internet access or WIFI for general use, but the cellphone signal is strong enough to connect to the Spanish network. I strongly recommend purchasing data roaming or calling plans with your network provider, or buying a SIM card with an unlimited data plan upon your arrival in Spain.

Itinerary

We understand that traveling internationally can be challenging, and travel dates can significantly modify the travel costs. The El Salt team will happily host you two days before the course starts and two days after the course ends at no charge. We can make other arrangements after consultation with Prof. Cabanes. **If you arrive early or stay longer at the excavation, it is**

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under the understanding that you will not remain idle, and you will fully collaborate on the excavation tasks.

Day 0 – before departing – date TBD - At least 2 weeks before leaving, we will meet online to ensure all your travel arrangements are ready. If you haven't met Prof. Cabanes yet, it will be an opportunity to meet him and ask questions.

Prof. Cabanes will give you a list of papers/book chapters to read before the course. They will be available on Canvas and in PDF format at least two weeks before your first day at the excavation.

Day 1 – arrival at the site – You should make travel arrangements to arrive at the nearest possible city. We will pick you up from the closest airport, train, or bus station. Newark and JFK offer direct flights to Barcelona or Madrid, the main transportation hubs in Spain. JFK has more offers, and they are typically cheaper. You can also try booking a connecting flight to arrive at Alicante Airport. It is easy to catch a fast train from Barcelona and Madrid to Alicante. If you plan to arrive **on the first day of the course**, please make sure that you **arrive before noon**. We understand that some travel arrangements require arriving early, and we are open to **accommodating you up to 2 days before the course starts**. In that case, we can pick you up from 9 am to 7 pm.

Nearest city	**Transportation mode**	**Exact location**	**Pick up to the excavation?**	**Suggested companies**	**Comments**
Alicante	Airplane	Alicante airport	Yes	Iberia, Level, Vueling, Ryanair	Probably needs a flight connection
Alicante	Bus	Alicante bus station	Yes	Any	
Alicante	Train	Alicante train station	Yes	RENFE	Check out the trip schedule duration before buying a ticket
Villena	Train	Villena Train Station	Yes	RENFE	Check out the trip schedule duration before buying a ticket
Madrid	Airplane	Madrid-Barajas	No	United, Level, American, Delta, Iberia, Vueling, others	JFK has more direct flights and they are cheaper than from Newark
Barcelona	Airplane	Barcelona – El Prat	No	United, Level, American, Delta, Iberia, Vueling, others	JFK has more direct flights and they are cheaper than from Newark

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From days 2 to 6– Regular excavation and course schedule.

Day 7 – No excavation or lectures – Morning - Field trip to the local museum or archaeological sites. Some of our colleagues excavate nearby archaeological sites. If they are excavating that day, we will visit a different site. We will give you free time from lunchtime until around 7 pm. Lunch will be on your own, and we will return to the house for dinner.

Day 8 – Regular excavation – no lecture

From day 9 to 12 - Regular excavation and course schedule

Day 13 – No excavation or lectures – Morning – field trip to the museum or local archaeological sites. Some of our colleagues excavate nearby archaeological sites. If they are excavating that day, we will visit a different site. We will give you free time from lunchtime until around 7 pm. Lunch will be on your own, and we will return to the house for dinner.

Day 14 – Excavation in the morning. After lunch, you will have free time to prepare for the exam. The exam will be at 5 pm and last for one hour. After the exam, you will have free time.

Day 15 – Farewell, transportation to the train station or the Airport. We will happily host you up to 2 extra days in the excavation if you need additional time.

Day +15 – Date TBD, depending on the semester's schedule. You must submit your final paper or thesis proposal five days before the summer session ends. The date will be updated in Canvas every year.

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ADDITIONAL INFORMATION AT THE UNIVERSITY LEVEL

Current Academic Integrity Policy:

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution–re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy.

Academic Integrity Policy summary:

http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy /

(*Add additional information if required, for instance AI usage*)

Absence policy:

Students are expected to attend all lectures. If you expect to miss a lecture, please use the University absence reporting website (see below). For absence periods longer than one wek you will be directed to see the Dean of Students for assistance. For additional information, please contact the instructor.

Self-Reporting Absence Application:
https://sims.rutgers.edu/ssra/

Student-Wellness Services:

Report a Bias Incident If you experience or witness an act of bias or hate, report it to someone in authority. You may file a report online and you will be contacted within 24 hours. The bias reporting page is here.
Click here to report a bias incident

Bias is defined by the University as an act, verbal, written, physical, psychological, that threatens, or harms a person or group on the basis of race, religion, color, sex, age, sexual orientation, gender identity

or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ http://health.rutgers.edu/medical-counseling-services/counseling/
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/

Report a Concern: http://health.rutgers.edu/do-something-to-help/

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services:
848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / https://ods.rutgers.edu/
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.