Fall 2015
ANG 6930 – Proseminar
Biological and Archaeological Anthropology
Department of Anthropology, University of Florida

Time: Mondays – 10:40 to 1:40 pm (Periods 4-6)

Place: Turlington Hall – Room 2346 (Week 1 only)
Turlington Hall – Room B304 (Weeks 2 – 16)

- Course is coordinated through e-Learning in Canvas (https://lss.at.ufl.edu/)

Instructors: Dr. John Krigbaum, Associate Professor
Office: 1350A Turlington Hall
Hours: Thursdays 10:30 - 12:30 pm; and by appointment
E-mail: krigbaum@ufl.edu (* best contact method *)
tel: (352) 294-7540

Dr. James Davidson, Associate Professor
Office: B134 Turlington Hall Basement
Hours: Mondays 3:00 – 5:00 pm; Tuesdays: 1:00 – 3:00 pm
E-mail: davidson@ufl.edu (* best contact method *)
tel: (352) 294-7592

Objectives, Expectations, & Grading

Anthropology is a holistic discipline. As such, anthropologists attempt to view humans, their activities, and their cultural and biological history in as broad a context as possible. This proseminar is designed to introduce Anthropology graduate students to the fields of Biological Anthropology and Archaeological Anthropology. Lectures will provide background information and thematic context for key issues in these fields. John Krigbaum will lead the first module in Biological Anthropology and James Davidson will lead the second module in Anthropological Archaeology. Readings from the primary literature, class discussion, and writing assignments will focus on the big questions and contemporary issues in these two subfields. Such topics tackled should resonate across subfields and student interests and are intended to provide students of varied experience in anthropology to critically assess the state of the field. “Hands on” review of the physical remains and material culture may also be presented in several classes over the course of the semester.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
**TURN OFF CELL PHONES IN CLASS**

Required Textbooks:

Biological Section:


Social Media (Biological):

**BioAnthropology News** – Public Group coordinated by Susan Guise Sheridan (Univ. Notre Dame) and posted on Facebook.


Textbook Primers in Biological Anthropology


The above URL is a key resource. Here, ‘Biological Anthropology’ is divided into three principal sections: 1) Scientific Underpinnings, 2) The Living Primates, and 3) Human Fossil Record.

Archaeology Section:

O’Brien, Michael. J., R. Lee Lyman, and Michael Brian Schiffer
2005 *Archaeology as a Process*. The University of Utah Press, Salt Lake City.

Trigger, Bruce G.
**Grading & Student Evaluation (for Biological & Archaeological sections).**

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<th>Component</th>
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<td>Take Home Exam (N=2)</td>
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<td>Critical Essays (N=8)</td>
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<td>Attendance &amp; Participation</td>
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<td>Team Discussion/In Class Participation (N=2)</td>
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**Take Home Exams**
For each module there will be one take home exam. These two exams combined will constitute 50% of your grade for this course. Format of each exam is at the discretion of the Instructor.

**Written Assignments**
Writing assignments or critical essays will be assigned and due at the beginning of class the following week. These written assignments are intended to both precede discussion of that week’s readings as well as re-emphasize key points through lecture and assigned readings. This will ensure reading of required materials, and provide a baseline for each student to actively engage in discussion. Written work should be double-spaced, 12-point font, 2-3 pages in length (1200 words maximum) and will be focused on a particular point, idea, and/or theme presented. Late papers will be docked five points and only accepted no later than the next class meeting, that week.

**Attendance & Participation**
Attendance and class participation is mandatory.

**Team Discussion**
Each week, teams of two or three students will lead class discussion. Each group will be expected to meet outside of class to organize readings and to prepare a list of questions/points of discussion. As this constitutes a substantial portion of the grade, each team member will be expected to participate and have an active voice.

**Academic Honesty:**
The University reminds every student of the implied pledge of Academic Honesty: “on any work submitted for credit the student has neither received nor given unauthorized aid.”

THIS REFERS TO CHEATING AND PLAGIARISM, WHICH WILL NOT BE TOLERATED IN THIS CLASS
Consult the Student Guide at www.dso.ufl.edu/stg/ for further information. To avoid plagiarism, you must give credit whenever you use another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings (any pieces of information) that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words.

Week 1 (class: Aug. 24)
Introduction

Week 2 (class: Aug. 31)
Biological Anthropology in Historical Perspective
Discussion Theme: Science & Philosophy

Writing Assignment over readings for this week (Due in class, Sept. 14)

Week 3 (class: Sept. 7)
NO CLASS – LABOR DAY

Week 4 (class: Sept. 14)
Origins: The Known, the Unknown and the Unknowable
Discussion Theme: Origins & Missing Links
Critical Essay #1 Due (In Class).

Writing Assignment over readings for this week (Due in class, Sept. 21)

Week 5 (class: Sept. 21)
Early Hominins & Paleoanthropology
Discussion Theme: Pair Bonds & Bipedalism
Critical Essay #2 Due (In Class).

Week 6 (class: Sept. 28)
Later Hominins & Life History
Discussion Theme: Brains & Guts

Writing Assignment over readings for this week (Due in class, Oct. 5)

Week 7 (class: Oct. 5)
Modernity
Discussion Theme: Domestication & Cooperation
Critical Essay #3 Due (In Class).
**Week 8** (class: Oct. 12)  
Health & Disease in Evolutionary Context  
Discussion Theme: Health & Stress

**Writing Assignment over readings for this week** (Due in class Oct. 19)

**Week 9** (class: Oct. 19)  
Bioarchaeology

**Week 10** (class: Oct. 26)  
Politics and Ethical Concerns in Biological and Archaeological Anthropology  
Critical Essay #4 Due (In Class).

**Week 11** (class: Nov. 2)  
Paradigms and Schools of Archaeology

**Week 12** (class: Nov. 9)  
Material Culture

**Writing Assignment over readings for this week**

**Week 13** (class: Nov. 16)  
Time

**Writing Assignment over readings for this week**

**Week 14** (class: Nov. 23)  
Space and Place (natural and cultural landscapes, ecology, adaptation)

**Writing Assignment over readings for this week**

**Week 15** (class: Nov. 30)  
Subsistence (diet, economies)  
Critical Essay #8 Due (In Class).

**Writing Assignment over readings for this week**

**Week 16** (class: Dec. 7)  
Cosmology, Spirituality and Religion
READINGS BY WEEK

Week 1 (class: Aug. 24)
Introduction

Week 2 (class: Aug. 31)
Biological Anthropology in Historical Perspective
Reading: Chs. 1 & 2 Gamble et al.; Intro & Ch. 1 Lieberman; Chs. 1 & 2 Shubin; & required articles
Discussion Theme: Science & Philosophy


Week 3 (class: Sept. 7)
NO CLASS – LABOR DAY

Week 4 (class: Sept. 14)
Critical Essay #1 Due (In Class).
Reading: Chs. 3 & 4 Shubin; & required articles
Discussion Theme: Origins & Missing Links

Anthropology & Antievolutionism

Bigfoot
http://nautil.us/issue/16/nothingness/why-we-cant-rule-out-bigfoot

Aquatic Apes
McKie, R. 2013. Big brains, no fur, sinuses … are these clues to our ancestors' lives as 'aquatic apes”? The Guardian 27 April 2013. http://www.theguardian.com/science/2013/apr/27/aquatic-ape-theory-primate-evolution

Higher Taxa

Week 5 (class: Sept. 21)
Critical Essay #2 Due (In Class).
Reading: Chs. 3 & 4 Gamble et al.; Ch. 2-4 Lieberman; Chs. 5 & 6 Shubin; & required articles
Discussion Theme: Pair Bonds & Bipedalism

Monogamy
Edgar, Blake. 2014. The Power of Two. Scientific American
Week 6 (class: Sept. 28)
Reading: Ch. 5 Gamble et al.; Ch. 5-6 Lieberman; Chs. 7 & 8 Shubin; & required articles
Discussion Theme: Brains & Guts


Week 7 (class: Oct. 5)
Critical Essay #3 Due (In Class).
Reading: Ch. 6 Gamble et al.; Ch. 7-9 Lieberman; Chs. 8 & 9 Shubin; & required articles
Discussion Theme: Domestication & Cooperation


**Week 8** *(class: Oct. 12)*

Reading: Ch. 7 Gamble et al.; Ch. 10-13 Lieberman; Chs. 10 & 11 Shubin; & required articles

Discussion Theme: Health & Stress


Hawks, J. 2014. Still Evolving (After All These Years) *Scientific American*.


**Week 9** *(class: Oct. 19)*

Critical Essay #4 Due (In Class).

Bioarchaeology

To be posted.

**Week 10** *(class: Oct. 26)*

Since you do not have to write a paper this week, spend the time you would be doing that reading more these case studies carefully, and reading ahead for next week.

Focus on issues relating to ethical codes of conduct as drafted by the SAA and the AAPA (you should know what those stand for). Issues of descendant community rights and repatriation (e.g., NAGPRA), amateurs, hoaxes, etc., will all be touched upon.

**Ethics Codes:**

Anonymous


Anonymous

Anonymous 
2003 American Association of Physical Anthropologists. www.physanth.org

Lynott, Mark J. 

**Descendant communities/NAGPRA**

Kakaliouras, Ann M. 

Rose, Jerome C., Thomas J. Green, and Victoria D. Green 

Owsley, Douglas W. and Richard L. Jantz 

Watkins, Joe 

Bruning, Susan B. 

McDavid, Carol 

**Supplementary Readings** (not required, but useful; strongly recommended for discussion leaders):

Bentzen, Conrad B. 

Preston, Douglas 
1995 The Mystery of Sandia Cave. The New Yorker (June 12th).
Franklin, Maria

Derry, Linda
1997 Pre-Emancipation Archaeology: Does It Play in Selma, Alabama. *Historical Archaeology* 31(3).

Mallouf, Robert J.

**Week 11 (class: Nov. 2)**

**Paradigms and Schools of Archaeology**

There is no essay/paper this week, so take some care reading these case studies carefully, and reading ahead for next week.

**Text Excerpts:**
Read Introduction, Chapters 1 and 2 (pp. 1-66) of O’Brien et al. 2005 (*Archaeology as a Process*)

Read Chapters 1 and 2 (pp. 1-79) of Trigger 2006 (*A History of Archaeological Thought*)

**Processual (New Archaeology):**

Binford, Lewis R.

Binford, Lewis R.

Reid, J. Jefferson, William L. Rathje, and Michael B. Schiffer

Raab, Mark L. and Albert C. Goodyear

**Postprocessual/Postmodern/ Marxist:**

Leone, Mark P, Parker B. Potter, and Paul A. Shackel
Hodder, Ian  

Hegmon, Michelle  

Moss, Madonna L.  

McGuire, Randall H., LouAnn Wurst, and Marie O’Donovan  

**Critiques/Defenses/Comments:**

Flannery, Kent V.  

**Supplementary Readings** (not required, but useful; strongly recommended for discussion leaders):

Taylor, Walter W.  

Meskell, Lynn  

Watson, Richard A.  

Krieger, Alex D.  

Taylor, Walter W.  

**Week 12** (class: Nov. 9)
Material Culture

Writing assignment this week
(2 pages, double-spaced. Proper citation of work required):

Question:
How we structure or make sense of material culture is terribly important, but is the Type/Variety system the best means of imposing order on artifacts?

Are types real? How do Kreiger, Ford, Gifford, and the views expressed in the O’Brien, Lyman, and Schiffer text agree or disagree in regards to their views on artifact typologies? Should symbols be considered in artifact typologies?

Text Excerpts:
Read Chapter 3 and 4 (pp. 80-165) of Trigger 2006 (A History of Archaeological Thought)

Read Chapters 3 and 4 (pp. 67-120) of O’Brien et al. 2005 (Archaeology as a Process)

Typology/Issues of Classification:

Krieger, Alex D.

Ford, James A. and Julian H. Stewart

Gifford, James C.

Koerper, Henry C. and E. Gary Stickel

Whittaker, John C., Douglas Caulkins, and Kathryn A. Kamp

Nature of Artifacts:

Robb, John E.

Gosden, Chris and Yvonne Marshall
Just what the Hell is that Thing? Case Study of a single artifact type --

**Mushroom Stones**
Borhegyi, Stephen F.

Borhegyi, Stephen F.

Kohler, Ulrich

**Cogged Stones**
Eberhart, Hal

Apodaca, Paul

**Supplementary Readings** (not required, but useful; recommended for discussion leaders):

Kidder, M. A. and A. V. Kidder

McGuire, Joseph D.


**Ford Spaulding Debate:**
Spaulding, Albert C.

Ford, James A.
Spaulding, Albert C.  

Ford, James A.  

Steward, Julian H.  

Rouse, Irving R.  

**WEEK 13 (class: Nov. 16)**  
**Time**

Writing assignment this week  
(2 pages, double-spaced. Proper citation of work required):

Clearly Archaeology is all about time, but whose time? Were/Are the concepts of time (and implied chronologies) different among the culture historians, processualists, and post processualists? What distinctions can be drawn from diachronic versus synchronic views of time?

How can we reconcile chronometric dating techniques with Richard Bradley’s view of ritual time, and is there a false sense of security in chronometric dating that may suggest a precision that actually could be illusory?

**Text Excerpts:**
Read Chapters 5 and 6 (pp. 166-313) of Trigger 2006 (*A History of Archaeological Thought*)

Read Chapters 5 and 6 (pp. 121-177) of O’Brien et al. 2005 (*Archaeology as a Process*)

**Relative and Chronometric Dating:**
Ford, James A.  

Rowe, John Howland  
Haury, Emil W.

Merrill, Robert S.

**Application of Chronology/ Historic Case Studies:**

Nelson, N. C.

Krieger, Alex D.

Olsen, Alan P.

**Concepts of Time:**

Meltzer, David J.

Bailey, G. N.

Bradley, Richard

Foxhall, Lin

**Supplementary Readings** (not required, but useful; strongly recommended for discussion leaders):

Michaels, Joseph W.
(USE THIS ARTICLE FOR REFERENCE ONLY -- do not get lost in details)

Nash, Stephen E.
WEEK 1 (class: Nov. 23)

Space and Place

Writing assignment this week
(2 pages, double-spaced. Proper citation of work required):

This week we move from issues of artifacts and resulting typologies, which directly determine site and regional chronologies, to analyses that apply these chronologies -- of how and where people lived in the past.

How do the authors this week grapple with such issues as: determining how long sites were occupied (given the still course grained chronologies we employ); deal with issues of assessing site contemporaneity in regional settlement patterns; and employing ethnographic data and modeling to infer past behavior in regard to site features, population totals in rooms, sites, and regions? Are environmental factors of overarching importance in detecting and understanding settlement patterns, or is this too mechanical and deterministic a view?

Text Excerpts:
Read Chapter 7 (pp. 314-385) of Trigger 2006 (A History of Archaeological Thought)

Read Chapter 7 (pp. 178-218) of O’Brien et al. 2005 (Archaeology as a Process)

Intrasite Studies:
Binford, Lewis R.

Munson, Patrick J.
Hill, James N. and Richard H. Hevley  

Pauketat, Timothy R.  

Mobley-Tanaka, Jeannette L.  

Hodder, Ian and Craig Cessford  

**Settlement Pattern Studies/ Landscape Studies:**

Fletcher, Roland  

Fleming, Andrew  

**Population studies:**

Naroll, Raoul  

Glassow, Michael A.  

Weissner, Polly  

**Supplementary Readings** (not required, but useful; strongly recommended for discussion leaders):

Anschuetz, Kurt F., Richard H. Wilshusen, and Cherie L. Scheick  
Week 15 (class: Nov. 30)

Subsistence (diet, economies)

Writing assignment this week
(2 pages, double-spaced. Proper citation of work required).

Subsistence is a key concept in archaeology, and directly influences settlement patterns and other issues of land use. What are the kinds of inferences that can be made regarding past subsistence strategies and diet, and can/should different methodologies (e.g., pollen analysis, faunal remains) be combined? Is food always just food, or is it something more? How can subsistence data be used to extract information beyond simple nutrition (e.g., chronology, status, culture, ethnicity)?

Text Excerpts:
Read Chapter 8 (pp. 386-483) of Trigger 2006 (A History of Archaeological Thought)

Read Chapter 8 (pp. 219-252) of O’Brien et al. 2005 (Archaeology as a Process)

Overviews and Methodologies:
Daly, Patricia

DeFrance, Susan

Riley, Thomas J., Richard Edging, and Jack Rossen

Smith, Bruce D.

Problems, Critiques, Case Studies
Begler, Elsie B. and Richard W. Keatinge
Munson, Patrick J., Paul W. Parmalee, and Richard A. Yarnell

Hart, John P., Hetty Jo Brumbach and Robert Lusteck

Wesson, Cameron B.

Roth, Barbara J.

Atalay, Sonya and Christine A. Hastorf

**Supplementary Readings** (not required, but useful; recommended for discussion leaders):

Lyman, R. Lee

Hastorf, Christine
1999 Recent Research in Paleoethnobotony. *Journal of Archaeological Research* 7(1):55-103.  (*READ THIS ARTICLE FOR REFERENCE ONLY -- do not get lost in details*)

Bryant, Vaughn M. Jr. and Stephen A. Hall

Franklin, Maria

Week 16 (class: Dec. 7)

Cosmology, Spirituality and Religion

Text Excerpts:
Read Chapters 9 and 10 (pp. 484-548) of Trigger 2006 (A History of Archaeological Thought)

Read Chapter 9 (pp. 253-268) of O’Brien et al. 2005 (Archaeology as a Process)

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Culotta, Elizabeth

Curry, Andrew

Barrett, John C.

Brown, James A.

Fennell, Christopher C.

Davidson, James M.
2004 Rituals Captured in Context and Time: Charm Use in North Dallas Freedman’s Town (1869-1907), Dallas, Texas. Historical Archaeology 38(2):22-54.

Gazin-Schwartz, Amy

Howey, Meghan C. L. and John M. O'Shea

Mason, Ronald J.