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. Proseminar II is designed to introduce first-year 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. Connie Mulligan 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 labs 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:

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 Archaeology section)

Take Home Exam (N=1)  (25%)
Critical Essays (N=4)  (40%; 10% each)
Attendance & Participation  (15%)
Team Discussion (N=2)  (20%)

Percentile breakdown:
A  (93-100%)
A-  (90-92%)
B+  (88-89%)
B  (83-87%)
B-  (80-82%)
C+  (78-79%)
C  (73-77%)
C-  (70-72%)
D+  (68-69%)
D  (63-67%)
D-  (60-62%)
E  (59% or below)

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 half of the 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 precede discussion of that week’s 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.

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Week 1 (Jan 6 thru Jan 9)
NO CLASS

Week 2 (Jan 12 thru Jan 16)

Week 3 (Jan 19 thru Jan 23)
NO CLASS – MLK DAY

Week 4 (Jan 26 thru Jan 30)

Week 5 (Feb 2 thru Feb 6)

Week 6 (Feb 9 thru 13)

Week 7 (Feb 16 thru Feb 20)

Week 8 (Feb 23 thru Feb 27)

Week 9 (March 2 thru March 6)
NO CLASSES: SPRING BREAK
**Week 10** (March 9 thru March 13)
*Politics and Ethical Concerns in Biological and Archaeological Anthropology*

**Week 11** (March 16 thru March 20)
*Paradigms and Schools of Archaeology*

**Week 12** (March 23 thru March 27)
*Material Culture*

**Writing Assignment over readings for this week**

**Week 13** (March 30 thru April 3)
*Time*

**Writing Assignment over readings for this week**

**Week 14** (April 6 thru April 10)
*Space and Place* (natural and cultural landscapes, ecology, adaptation)

**Writing Assignment over readings for this week**

**Week 15** (April 13 thru April 17)
*Subsistence* (diet, economies)

**Writing Assignment over readings for this week**

**Week 16** (April 20 thru April 22)
*Cosmology, Spirituality and Religion*

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**READINGS BY WEEK**

**Week 9**  **NO CLASS – SPRING BREAK**

Take this opportunity to read ahead in the two required texts (see chapter assignments in following weeks) and articles for next week.

**Week 10**  *Ethics in Biological and Archaeological Anthropology*
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  

Franklin, Maria  

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

Mallouf, Robert J.  

**Week 11   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

**Postprocesual/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.
1948  A Study of Archaeology. Southern Illinois University.

**Week 12  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 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.

Harris, Edward C.

WEEK 14 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  

Trigger, Bruce G.  

**Week 15  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 Paleoethnobotany. 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 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
Final Take Home Exam

Write a cogent and coherent essay for each of the following questions. Each essay should be between 2 and 4 pages in length (double spaced, 1 inch margins, 12 point font). Please take some care in your writing, as both grammatical coherence and accurate assessments of the literature will count.

In this section of the course, we began with the various schools of archaeological thought, and examined how material culture has been sorted and defined into typologies, which are later used to establish time.

Once chronology is established, issues of land use and subsistence can be addressed. Finally, we dealt with issues of the mind, a belief in spirituality and religion, which fortunately have at least some identifiable material correlates. Given this....

Question 1:
Most of the cases studies we have read dealt with small discrete projects, but what are some of the implications that could be derived from these individual projects or single sites leading towards the greater goals of: establishing a record of human history prior to writing; of understanding cultural processes; of documenting unique moments in human history (e.g., introduction of agriculture); or better understanding the human condition? Chose key readings that compliment (or stand in stark contrast to) one another, and chart their implications on these greater scales. Now that you have digested some pertinent literature, do the three major paradigms (culture history, processual, post-processual) ultimately have different goals or only different paths towards those goals?

Question 2:
Beyond acknowledging that spiritual beliefs and religious systems existed in the past, archaeologists have often been reluctant to “attempt an archaeology” that focuses on these belief systems. In the readings assigned to the last topic,
Spirituality and Religion, how successful are the authors in grappling with these issues, and can we ever know the veracity of their conclusions? Do the prehistoric studies have radically different goals or methodologies than the historic examples?