Course Description and Objectives
Social inequalities—uneven access to things, places, and activities—are present in our lives today. Current events have highlighted the struggles for racial, class, gender, religious and sexual equality in the modern world. While there is an effort to be as fair, balanced and equal as possible, these inequalities still exist. The world around us, and the things we interact, come about as a result of these inequalities. In addition, in this course we will explore how the material world often creates or reinforces social inequality. Inequality in the present day has its roots in the past, and through the study of the material conditions of—that is, the archaeology of—these inequalities we can better understand their impacts on our lives. During this course we will investigate the archaeology, the impacts of the material world, on social interaction. We will tie together present day inequalities with the conditions in the past through the archaeological record. Topics for discussion will include examples from inequalities in race, class, gender, religion and sexuality and will be tailored to the interests of the students in the class. Inequality is a vast subject, but archaeology can bring to the forefront some aspects of inequality that may otherwise be invisible.

By the conclusion of this course, each student should be able to answer the following:

1. What is social inequality?
2. What is a constructed identity? How is it related to social inequality? How does it involve material culture?
3. How can archaeology explain inequality through material culture?
   a. In the past
   b. In the present
4. How does one conduct anthropological/archaeological research on a subject in social inequality?

Course Format
This course includes lectures, films and discussion. Reading assignments are to be read prior to the class period for which they are scheduled. The purpose of lectures will be to introduce topics of discussion and examples of social inequality relevant to the students in the class. The readings will be integrated into class lecture and discussion to build upon the week’s theme. Students are active members in class. Material will be tailored to the interests of students. In order to accomplish this goal, active participation in class discussion and e-Learning posts is required.

Required Text
This course has two required text that have been made available locally at the UF bookstore and are on reserve in Library West. The texts may be available on-line at a discount. I suggest using the used book website http://www.addall.com.

Scott, Elizabeth, (ed.)  
1994  *Those of Little Note: Gender, Race, and Class in Historical Archaeology*. Tucson: University of Arizona Press.

Orser, Charles Jr.  

**Recommended** (This text is VERY useful but out of print and extremely cost prohibitive)  
McGuire, Randall H. and Robert Paynter (eds.)  

Additional required readings will be made available electronically on the e-Learning website for the course. Please let me know if you have a problem accessing the electronic files.

**Course Requirements**
This course includes several types of assessments throughout the semester: midterm exam, research project (broken into 5 parts), attendance and participation, discussion post and a final exam.

*Participation (10%):* Students should come to class having read the readings for each week and be prepared to discuss them critically. Grades will be dependent upon class discussion and attendance.

*Discussion Posts (5%):* Students will be asked to post comments or questions for each week’s readings to the e-Learning site the Sunday prior to each week. Student comments and questions will be addressed as part of the discussion and lecture for the week. The purpose of this is to ensure that the issues of interest to the class are covered. *Archaeology articles can be challenging, it’s ok to be confused.* Posting problems and questions helps to ensure everyone feels comfortable with the material when we discuss it in class.

*Course Project:* The course project will eventually produce a 15-20 page paper on a subject, chosen by the student, on the material conditions, or archaeology, of social inequality. The project is broken into four components that will contribute to your grade. Additional requirements and instruction will be provided on e-Learning to the class prior to their due dates.

- *Paper Topic and Abstract (5%):* Students will propose a project that they wish to work on which will be approved or altered by the instructor to insure it both can be completed during the semester and is relevant to a topic is inequality.
- *Bibliography (10%):* Students will submit a working bibliography of at least 10 sources with at least 5 annotated. This is to ensure students are working towards their project during the semester and are not having difficulty finding sources.
- *Paper Draft (10%):* A working draft of your paper is due to the instructor prior to the last class meeting (Dec. 4th). Students will receive feedback and recommendations from the instructor on the draft, prior to the due date of the final paper.
- *Project Presentation (5%):* Students will present their project topic and finding to the class during the final 2 weeks of class. Students are expected to have some form of visual aid.
• *Final Paper (15%)*: Students will turn in their final paper to the instructor on the date of the final exam as scheduled by the registrar, Dec. 12th. The paper is due as a physical copy delivered to the instructor by the end of the work day (5pm) on the due date.

*Midterm Exam (20%)*: The midterm exam is a combination of multiple choice, true-false, fill-in the blank, and short answer questions. The exams will cover material from assigned readings, lectures, guest speakers, and class discussions. The midterm exam is equally weighted with the second, final exam. Each exam will account for 20% of the final grade.

*Final Exam (20%)*: The final exam is scheduled for the last day of class. Like the midterm, the final exam will cover material from assigned readings, lectures, films, guest speakers, and class discussions or activities. It will concentrate on material introduced after the midterm but will likely require you to integrate material from earlier sections of the course. The final exam will include a combination of multiple choice, true-false, fill-in the blank and short answer questions.

### Grading

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<tr>
<th>Course Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Topic Proposal</td>
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<td>Bibliography</td>
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<td>Draft Paper</td>
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<tr>
<td>Final Paper</td>
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<td>Project Presentation</td>
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<td>Participation</td>
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<tr>
<td>Discussion Posts</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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A final letter grade will be assigned at the end of the semester, according to this scale:

- **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)

### Policy on Makeup Exams and Late Work

There will be **no makeup exams** except in the case of incapacitating illness or other university-approved absence (please see the University’s policy on absences). In such cases, you must provide documentation from an appropriate authority to the instructor as soon as possible. Late assignments will be accepted up to **one week** after their assigned due date. Students will be penalized **5% of their grade for each day** an assignment is late. All assignments must be turned in at the beginning of class on the date they are due. **No assignments turned in via email will be accepted** except in the case of incapacitating illness or other university-approved absence (please see the University’s policy on absences). In such cases, you must provide documentation from an appropriate authority to the instructor as soon as possible.

### Academic Honor Code

Unless it is specifically connected to assigned collaborative work, all work should be individual.
Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else’s published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department’s and the University’s procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university’s Honor Code (available online at http://www.registrar.ufl.edu/catalog/policies/students.html).

Accommodation for Students with Disabilities
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.

Approved Absences
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

UF Counseling Services
Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:
• University Counseling and Wellness Center, 3190 Radio Road, (352)392-1575, personal and career counseling
• Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
• Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Course Evaluations
“Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at http://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at http://evaluations.ufl.edu/results/.”

Syllabus Policy
This syllabus is a guide for the course and is subject to change with advanced notice.

Course Schedule and Readings
Each week, selected readings from the required texts and/or additional reading (provided below) will be lectured on and discussed in class in comparison to modern day examples.

Week 1 (Aug. 21, 23): Introductions and What is inequality?

Week 2 (Aug. 26, 28, 30): Where do we find inequality?
Brodkin, Karen
1998 Race, Class, and Gender: The Metaorganization of American Capitalism. Transforming
ANT 3930 Archaeology of Social Inequality

Markus
Fall 2013

Hayden, Brian.

**Week 3 (Sept. 4, 6; NO CLASS Sept. 2): Inequality in the past**
Paynter, Robert.
Scott, Elizabeth
1994 Through the Lens of Gender: Archaeology, Inequality and “Those of Little Note.” In *Those of Little Note: Gender, Race, and Class in Historical Archaeology*, edited by Elizabeth Scott Tucson: University of Arizona Press.

**Week 4 (Sept. 9, 11, 13): Status Hierarchy or the “1%”**

Paper Topics and Proposals due September 13th in class
Stahl, Ann Brower

**Week 5 (Sept. 16, 18, 20): Status and Class in the Past**
Beaudry, Mary C., Lauren J. Cook, and Stephen A. Mrozowski.

**Week 6 (Sept. 23, 25, 27): Can “Egalitarian” societies have inequality?**

**Week 7 (Sept 30, Oct. 2, 4): Gender and Sexuality**
Conkey, Margaret W.
Dowson, Thomas A.

**Week 8 (Oct. 7, 9, 11): Gender and Sexuality/Exam Review**
Midterm Exam October 11th in class
Voss, B.
Kryder-Reid, Elizabeth

**Week 9 (Oct. 14, 16, 18): Power to the People, Class and Collective Action**
Annotated Bibliography Due October 18th in class

Hardesty, Donald
1994  Class, Gender Strategies, and Material Culture in the Mining West. In *Those of Little Note: Gender, Race, and Class in Historical Archaeology*, edited by Elizabeth Scott Tucson: University of Arizona Press.

Spencer-Wood, Suzanne M.

Saitta, D. J.

Week 10 (Oct. 21, 23, 25): What is identity? How do we construct it?

Orser, Charles E., Jr.

Epperson, Terrence W.

Week 11 (Oct. 28, 30, Nov. 1): Archaeology of Constructed Identities

Paynter, Robert

Singleton, Theresa A.

Week 12 (Nov. 4, 6; NO CLASS Nov. 8): Racism, Class, and Consumption

Mullins, Paul R.

Week 13 (Nov. 13, 15; NO CLASS Nov. 11): What is Critical Race Theory? How can it be useful?

Paper Draft Due Nov. 15th in class

Franklin, Maria

Week 14 (Nov. 18, 20, 22): Inequality in the Field of Archaeology

Hamilakis, Yannis

Hutson, Scott R.

Patterson, Thomas C.

Week 15 (Nov. 25; NO CLASS Nov. 27, 29): Student Presentations Day 1

Week 16 (Dec. 2, 4) Student Presentation Day 2/Exam Review and Final Exam in class

Final Papers are due on the date of Final Exam assigned by the registrar (Thursday December 12th, by 5pm).