Objectives, Expectations, and 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. 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 class over the course of the semester.

Biological Anthropology Required and Recommended Texts

Required

**Recommended**

**Online Resources (via Canvas).** There are many, these are a few:

**Grading & Student Evaluation (For Biological Anthropology section)**

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

**University Honesty Policy**
All students must comply with the University of Florida’s Student Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/):

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor or the TAs in this class.

**Accommodation**
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Ideally, student accommodation should be communicated to the Instructor by the second week of class (i.e., by August 28, 2017). The Disability Resource Center is located in Reid Hall, Room 001. For more information, please refer to the following link: http://www.dso.ufl.edu/drc/.
Counseling and Wellness Center
Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center:

Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be notified of specific times when evaluations become available. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Required Textbook for 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.

Grading & Student Evaluation (For Archaeology section)

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

Both instructors will meet and pool grades from both sections of the course, and will adopt the following grade breakdown:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93</td>
<td>A</td>
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<tr>
<td>92.9-90</td>
<td>A-</td>
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<tr>
<td>89.9-87</td>
<td>B+</td>
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<tr>
<td>86.9-83</td>
<td>B+</td>
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<td>82.9-80</td>
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<td>79.9-77</td>
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<tr>
<td>76.9-73</td>
<td>C</td>
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<tr>
<td>72.9-70</td>
<td>C-</td>
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<td>69.9-67</td>
<td>D+</td>
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<tr>
<td>66.9-63</td>
<td>D</td>
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<tr>
<td>62.9-60</td>
<td>D-</td>
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<td>59.9-0</td>
<td>E</td>
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</tbody>
</table>
Take Home Exams
For both the Biological Anthropology and the Archaeology section there will be a take-home written exam, which constitutes 25% of your grade for that section of the course. Finals are due by December 14th at 4:30pm and should be submitted online in Canvas.

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. ALL students are expected to have read the materials prior to in class discussion.

Biological Anthropology Section:

Week 1 (August 21)
Introduction to Biological Anthropology

Week 2 (August 28)
Science and Evolution

Week 3 (September 4)
No Class – Labor Day

Week 4 (September 11)
The Primates (Critical Essay #1 Due online)

Week 5 (September 18)
The Hominids (Critical Essay #2 Due online)

Week 6 (September 25)
The Hominins

Week 7 (October 2)
Modern Human Variation and Adaptation (Critical Essay #3 Due online)
Week 8 (October 9)
Biocultural Evolution (Critical Essay #4 Due online)

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Archaeology Section:

Week 9 (October 16)
Paradigms and Schools of Archaeology

Week 10 (October 23)
Material Culture

Week 11 (October 30)
Time

Week 12 (November 6)
Space and Place (natural and cultural landscapes, ecology, adaptation)

Week 13 (November 13)
Subsistence (diet, economies)

Week 14 (November 20)
Cosmology, Spirituality and Religion

Week 15 (November 27)
Museums and Consumers of Archaeology

Biological Anthropology and Archaeology Section:

Week 16 (December 4)
Politics and Ethical Concerns in Biological and Archaeological Anthropology

READINGS BY WEEK

For the Biological Anthropology Section, this list is not complete, and required articles/links will be added to this list on Canvas. Active pdf links are available on Canvas.

For Week 2 (August 28):
Chs. 1-2 Gamble; Ch. 1 Leiberman


For Week 4 (September 11):
Chs. 1-2 Gamble et al.; Ch. 1 Leiberman


For Week 5 (September 18):
Chs. 3-4 Gamble et al.; Chs. 2-4 Lieberman

For Week 6 (September 25):
Ch. 5 Gamble et al.; Chs. 5-6 Leiberman

For Week 7 (October 2):
Ch. 6 Gamble et al.; Chs. 7-9 Leiberman

For Week 8 (October 8):
Ch. 7 Gamble et al.; Chs. 10-13 Leiberman

Week 9  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)

Hawkes, Christopher

Flannery, Kent V.

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

**Week 10 Material Culture**

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

**Questions:**
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 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
WEEK 11  

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. 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.
1916  Chronology of the Tanos Ruins, New Mexico. American Anthropologist (new series) 18(2):159-180. (READ FOR HISTORICAL BACKGROUND ONLY)

Krieger, Alex D.

Olsen, Alan P.

**Concepts of Time:**
Meltzer, David J.

Bradley, Richard

Foxhall, Lin

**WEEK 12  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. 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 

**Week 13  Subsistence (diet, economies)**

Writing assignment this week
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. 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

**Week 14  Cosmology, Spirituality and Religion**

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

Culotta, Elizabeth

Curry, Andrew

Barrett, John C.

Brown, James A.

Fennell, Christopher C.

Leone, Mark P., and Gladys-Marie Fry

Gazin-Schwartz, Amy
Howey, Meghan C. L. and John M. O'Shea  

Mason, Ronald J.  

**Week 15  Museums and Consumers of Archaeology**

Austin, Michele, Natalie Firnhaber, Lisa Goldberg, Greta Hansen and Catherine Magee  

Barker, Alex W.  

Colburn, Forrest D.  

Gulliford, Andrew  

Haas, Jonathan  

Jones, Anna Laura  

Mithlo, Nancy Marie  

**Week 16  Ethics in Biological and Archaeological Anthropology**

**Ethics Codes:**  
Anonymous  
Anonymous

Anonymous
2003  American Association of Physical Anthropologists.
http://www.physanth.org/about/position-statements/

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.

Morrell, Virginia

anonymous

McDavid, Carol