

# UNIVERSITY OF FLORIDA

## SYLLABUS

### ANT 4193/ANG 6185: ETHNOARCHAEOLOGY

Professor Peter Schmidt  
Grinter 441  
Office hours: Tues 3-4:45,  
by appt. Wed. afternoon, 4-5

Semester I, 2012-13  
Dept. Anthropology  
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This course examines the theoretical and methodological foundations as well as the practice of ethnoarchaeology. The course begins with an examination of the processes of reasoning used in ethnoarchaeological approaches, with a particularly emphasis on analogy and middle range “theory.” It then considers theoretical issues surrounding concepts of time, and finally takes up a variety of case studies that illustrate how ethnoarchaeology has been and is being employed for interpretative problem solving. A practical, pragmatic perspective will be employed during the second half of the course, when students will be engaged in field exercises that employ the principles of ethnoarchaeology.

As archaeologists have come to realize their interpretative limitations, ethnoarchaeology has become an increasingly important part of the sub-discipline. Yet, one of the problems facing ethnoarchaeology has been its relative isolation from cultural theory in anthropology and its failure to grapple with methodological issues that have long faced ethnographers. This course will critically examine taken-for-granted assumptions about time that pervade the practice of ethnoarchaeology and explore some of the innovative approaches that depart from the mainstream archaeology.

An historical view is used in the course, with some of the classic writings on ethnoarchaeology forming an important part of the readings, as it is important to understand the genesis of thinking about ethnoarchaeology along with its many changing perspectives over the years. A broad range of topics are to be covered. This will provide a comprehensive understanding of the trends across continents and across various schools of thought. Class discussions and discussion papers will focus on the positive lessons to be learned from the readings as well as the pitfalls of various approaches.

This course will stress an active engagement in developing competency in the theory and methods of ethnoarchaeology. The seminars with their ancillary readings and discussions are designed to introduce students to the theoretical perspectives and appropriate methods. This approach will run parallel to the development of a practical understanding of how to design an ethnoarchaeological research project and how to execute it in the field. To this end, a portion of the course will focus on: proposing a research idea; developing a short research proposal about an approved topic; the execution of the research in a contemporary setting; and, writing a research report on research results. The instructor will individually work with students to develop their projects--group projects with two students are also possible--and will make a visit to the field site if assistance is requested by the student.

## **COURSE REQUIREMENTS**

This approach, putting theory and method to work, will entail sharing research plans, objectives, and issues with other students in the seminar so all may learn from both the potentials and problems that arise from each project, not just the end results. Accordingly, there will be two seminar sessions in which students make short 3-5 minute reports about the progress and issues arising during their proposal development to execution of the research. These sessions are marked in the syllabus. Two meetings at the end of November and early December will be devoted to presentation of the final project results.

Each graduate seminar participant will help to lead two seminars on a topic of his/her choice; each undergraduate participant will help to lead one seminar. This will entail the preparation of a short (5-7 pages) paper and its presentation in class. The papers will be distributed to course participants via email by 7 PM on Tuesdays.

Each graduate student seminar participant is expected to submit three (3) critical questions to the instructor each week 24 hours in advance of the seminar, e.g. by 5 PM every Tuesday; each undergraduate will submit 2 questions. These questions will be compiled by the instructor and returned to all participants to use in preparation for the seminar discussion usually by Tuesday evening between 7 and 11 PM. Discussion leaders/paper presenters for each week do not need to submit questions.

Presentations/short papers will be 25% of the course grade. Participation in class discussions will be 20% of the course grade; weekly questions will count for 15%; and, a project paper will count for 40% of the grade. The final paper will be a report on an ethnoarchaeology project that the student [or two students] conduct(s) during the semester. It will be distributed to all course participants two days in advance of the final presentations. Each presenter will have 20 minutes to summarize the paper, using a format similar to professional conferences—good practice for future professional presentations. Students are encouraged to think about projects that have the potential for publication. The editors of the journal *Ethnoarchaeology* are receptive to student research that meets their guidelines. Participants must select possible projects by September 19. Meetings should be scheduled with the instructor if guidance and discussion of a project are needed.

### **Grading Summary:**

- Class presentations/Short paper(s) 25% (half based on paper, half on leading discussion).
- Weekly Questions 15%
- Discussion in class 20%
- Research paper: 40%

**Grading Policy:** Grading policies for assigning grade points may be accessed by using the following webpage: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

**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.

### **Required Texts:**

- 1) David, N. and C. Kramer. 2001. *Ethnoarchaeology in Action*. Cambridge: Cambridge Univ. Press. Available at Orange and Blue Textbooks, 13<sup>th</sup> St.
- 2) Schmidt, P.R. 1997. *Iron Technology in East Africa: Symbolism, Science, and Archaeology*. Univ. of Indiana Press, Bloomington. Purchase online, used.
- 3) Wilmsen, E.N. 1989. *Land Filled with Flies: A Political Economy of the Kalahari*. Univ. of Chicago Press. Purchase online, used.
- 4) Reader, Orange and Blue Textbooks, 13<sup>th</sup> St. Readings that are unavailable online or via e-Learning.

### **August 22: Introduction to the Course**

A useful bibliography for ethnoarchaeology, up to 2004:  
<http://homepages.ucalgary.ca/~ndavid/Homepage/#Eabib>

### **August 29: Analogy and Cautionary Tales**

David and Kramer, *Ethnoarchaeology in Action*: Chapters 1-3.

Binford, L.R. 1967. "Smudge Pots and Hide Smoking: The Use of Analogy in Archaeological Reasoning." *American Antiquity* 32(1):1-12. Available online.

Munson, Patrick. 1969. "Response to above." *American Antiquity* 34(1):83-85. Available online.

Wylie, A. 1982. "An Analogy by another name is just as analogical: A commentary on the Gould-Watson dialogue." *Journal of Anthropological Archaeology* 1(4):382-401. Available online.

Hill, J. 1968. "Broken K. Pueblo; Patterns of Form and Function," in *New Perspectives in Archaeology*, L. and S. Binford, eds. Aldine Press, pp. 103-142. Available via e-Learning.

Consult Useful History and Background for this module:

1. Schiffer, M. B. 2009. Ethnoarchaeology, Experimental Archaeology, and the 'American School'. *Ethnoarchaeology: Journal of Archeological, Ethnographic, and Experimental Studies* 1(1):7-25. Available via e-Learning.
2. Skibo, J. M. 2009. Archaeological Theory and Snake-Oil Peddling: The Role of Ethnoarchaeology in Archaeology. *Ethnoarchaeology: Journal of Archeological, Ethnographic, and Experimental Studies* 1(1):27-55. Available via e-Learning.

## **September 5: Theoretical Issues of Time and Ethnoarchaeology of Time**

Dietler, M. 1993. "Living on Luo Time: Reckoning Sequence, Duration, History, and Biography in a Rural African Society," *World Archaeology* 25(2):248-260. Available online.

Schmidt, P.R. 2010. The Play of Tropes in Archaeology: Ethnoarchaeology as Metonymy. *Ethnoarchaeology: Journal of Archaeology, Ethnographic, and Experimental Studies* 2(2):131-151. In Reader.

Stahl, A.B. 1993. Analogical Reasoning in Historical Perspective. *American Antiquity* 58 (2):235-260. Available online.

Schmidt, P.R. 1996. Rhythmed Time: Its Implications for Archaeology. In *Proceedings of the PanAfrican Congress of Prehistory and Related Studies, Harare*, pp. 556-564. In Reader.

## **September 12: Middle Range 'Theory' and Related Perspectives**

David and Kramer, Chapter 4

Binford, L. R. 1983. Middle-range Research and the Role of Actualistic Studies. Chap. 28 in *Working at Archaeology*, pp. 411-422. New York: Academic Press. In Reader.

Rabb, L.M. and A.C. Goodyear. 1984. Middle Range theory in Archaeology: A Critical Review of Origins and Applications. *American Antiquity* 49:255-268. Available online.

David, N. 1992. Integrating Ethnoarchaeology: A Subtle Realist Perspective. *Journal of Anthropological Archaeology* 11(4): 291-329. Available online.

Cunningham, J. J. 2009. Ethnoarchaeology Beyond Correlates. *Ethnoarchaeology: Journal of Archeological, Ethnographic, and Experimental Studies* 1(2):115-136. In Reader.

Consult:

1. Binford, L.R. 1987. Research Ambiguity: Frames of Reference and Site Structure. In S. Kent, ed., *Method and Theory for Activity Area Research: An Ethnoarchaeological Approach*. New York: Columbia Univ. Press, pp. 449-512. Available via e-Learning.

**September 19: Living Lithics:** Guest Lecturer, Dr. Stephen Brandt

David and Kramer, Chapter 6

Weedman, K. 2006. An Ethnoarchaeological Study of Hafting and Stone Tool Diversity among the Gamo of Ethiopia. *Journal of Archaeological Method and Theory* 13(3):189-238. Available online.

Brandt, S. A., Weedman, K. J., and G. Hundie 1996. Gurage Hide Working, Stone Tool Use and Social Identity: An Ethnoarchaeological Perspective. In G. Hudson, ed., *Essays on Gurage Language and Culture*. Berlin: Harrasowitz, pp. 35-51. Available via e-Learning.

White, P. 1972. What mean these stones?: Ethno-taxonomic models and archaeological interpretations in the New Guinea highlands. In *Models in Archaeology*, ed. D. Clarke, pp. 275-308. London: Methuen. Available via e-Learning.

Sillitoe, P., and K. Hardy. 2003. Living Lithics: ethnoarchaeology in Highland Papua New Guinea. *Antiquity* 77(297):555-566. Available online.

Film: *Woman the Tool Maker*.

► Selection of Research Topic by today with a short 150-200 word abstract

## **6. September 26: Issues of Time, the Kalahari**

Wilmsen, E. 1989. *Land Filled with Flies: A Political Economy of the Kalahari*. Chicago: Univ. of Chicago Press. Selected chapters for class participants.

Denbow, J., and Wilmsen, E. 1986. Advent and Course of Pastoralism in the Kalahari. *Science* 234(4783):1509-1515. Available online.

Denbow, J. 1984. Prehistoric Herders and Foragers of the Kalahari: The Evidence for 1500 years of Interaction. In C. Schrire, ed. *Past and Present in Hunter Gatherer Studies*. Academic Press, pp. 175-193. In Reader.

Wilmsen, E., and Denbow, J. 1990. Paradigmatic History of San-speaking Peoples and Currents Attempts at Revision. *Current Anthropology* 31(1):489-524. Available online.

Consult:

1. [http://www.antiquityofman.com/eibl-eibesfeldt\\_hitchcock\\_kalahari.html](http://www.antiquityofman.com/eibl-eibesfeldt_hitchcock_kalahari.html)
2. <http://web.mnstate.edu/robertsb/307/ANTH%20307/hadzahuntergatherers.pdf>

## **October 3: Symbolic Perspectives: Ethnoarchaeology and Ritual Process**

David and Kramer, Chapter 13

Schmidt, P.R. 1997. *Iron Technology in East Africa: Symbolism, Science and Archaeology*. Indiana Univ. Press. Chapters 9, 10.

Kus, S. and V. Raharijaona. 1998. Between Earth and Sky there are only a few large Boulders: Sovereignty and Monumentality in Central Madagascar. *Journal of Anthropological Archaeology* 17:53-79. Available online.

Schmidt, P. R. 2010. Tropes, Materiality, and Ritual Embodiment of African Iron Smelting Furnaces as Human Figures. *Journal of Archaeological Method and Theory* 16(3):262-282. Special Issue, eds. S. Nanoglou and L. Meskell. Available online.

Schmidt, P. R., and A. Naty. 2008. Bulls' Heads and Enigmas: Strong Inference and Interpretative Puzzles in Eritrea." In *The Archaeology of Ancient Eritrea*, eds. P. Schmidt, M. Curtis. Z. Teka, pp. 235-246. Trenton, NJ: Red Sea Press. In Reader.

### **October 10: Crossroads—Intersections of Experimental Arch. and Ethnoarchaeology**

David and Kramer, Chapter 11

Tringham, R. 1978. Experimentation, Ethnoarchaeology, and the Leapfrog in Archaeological Methodology. In R. Gould, ed., *Explorations in Ethnoarchaeology*. Albuquerque: Univ. of New Mexico Press, pp. 169-199. In Reader.

Skibo, J. M. An Ethnoarchaeological and Experimental Study of Technological Change. In *Kalinga Ethnoarchaeology*, pp. 113-126. Available via e-Learning.

Schmidt, P.R. 1997. *Iron Technology in East Africa: Symbolism, Science, and Archaeology*. Indiana Univ. Press. [Chapters 3, 4, 5 (skim), 6 (skim), 7].

Film: *The Tree of Iron*

### **9. October 17: Faunal Analysis and Interpretation**

David and Kramer, Chapter 5

Binford, L.R. 1978. *Nunamiut Ethnoarchaeology*. Academic Press. [several selected chapters]. Available via e-Learning.

Lyman, R. L. 2012. Lewis R. Binford's Impact on Zooarchaeology: A Consideration of Three Volumes (and assorted other things) that Altered the Way We Think about the Bones of Human Prey. *Ethnoarchaeology: The Journal of Archaeology, Ethnographic, and Experimental Studies* 4(1):55-78. Available via e-Learning.

#### **► Short research reports in class**

### **10. October 24: Ceramics: Style and Context**

David and Kramer, Chapter 7

Skibo, J. M.; M. B. Schiffer; and N. Kowalski. 1989. Ceramic Style Analysis in Archaeology and Ethnoarchaeology: Bridging the Analytical Gap. *Journal of Anthropological Archaeology* 8(4): 388-409. Available online

Gosselain, O. 1992. Technology and Style: Potters and pottery among Bafia of Cameroon. *Man* 27:559-586. Available online.

Stanislowski, M. 1978. If Pots were Mortal. In R. Gould, ed. *Explorations in Ethnoarchaeology*. Univ. of New Mexico Press, pp. 201-227. In Reader.

David, N.J. et. al. 1988. Why are Pots Decorated? *Current Anthropology* 29(3):365-389. Available online

Film: *The Potters of Buur Heybe, Somalia*

Consult:

1. Stark, M. 2003. Current Issues in Ceramic Ethnoarchaeology. *Journal of Archaeological Research* 11(3):193-242. Available online, good bibliography.
2. Arthur, J. 2006. *Living With Pottery: Ethnoarchaeology Among the Gamo of Southwest Ethiopia*. Salt Lake City: Univ. of Utah Press. On Reserve.
3. Arnold, D. 2010. Ceramic Theory and Cultural Process after 25 years. *Ethnoarchaeology: Journal of Archaeological, Ethnographic, and Experimental Studies* 3(1):63-98. Available via e-Learning.

### **October 31: Settlement and Space**

David and Kramer, Chapter 8

Donley-Reed, L. 1990. A Structuring Structure: The Swahili House. In S. Kent, ed., *Domestic Architecture and the Use of Space*. Cambridge: Cambridge Univ. Press, pp. 114-126. In Reader.

Kus, S. and V. Raharijaona. 1990. Domestic Space and the tenacity of tradition among some Betsileo of Madagascar. In S. Kent, ed., *Domestic Architecture and the Use of Space*. Cambridge Univ. Press, pp. 21-33. In Reader.

Agorsah, E. K. 1988. Evaluating Spatial Behavior Patterns of Prehistoric Societies. *Journal of Anthropological Archaeology* 7(3):231-247. Available Online.

Smith, A. 1995. The Production of Space and the House of Xidi Sukur. *Current Anthropology* 36(3):441-456. Available online.

Sahlins, M. 1978. *Culture and Practical Reason*. Chicago: Univ. of Chicago Press, pp. 18-50. Available via e-Learning.

## **November 7: Gender Issues**

Brumbach, H.J. 1997. Ethnoarchaeology of subsistence space and gender: a subarctic dene case. *American Antiquity* 62(3):414-436. Available online.

Lyons, D. 2009. How I Built My House: An Ethnoarchaeological Study of Gendered Technical Practice in Tigray, Ethiopia. *Ethnoarchaeology: Journal of Archaeological, Ethnographic, and Experimental Studies* 1(2):137-161. Available via e-Learning.

Lyons, D. 1998. Witchcraft, gender, power and intimate relations in Mura Compounds in Dela, Northern Cameroon. *World Archaeology* 29(3):344-362. Available online.

Lane, Paul. 1998. Engendered Spaces and Bodily Practices in the Iron Age of Southern Africa. In *Gender in African Prehistory*, ed. Susan Kent. AltaMira Press, Walnut Creek, pp.179-203. In Reader.

Arthur, K. W. 2010. Feminine Knowledge and Skill Reconsidered: Women and Flaked Stone Tools. *American Anthropologist* 112(2):228-243. Available online.

Consult:

1. Jarvenpa, R., and H. J. Brumbach. 2009. Fun with Dick and Jane: Ethnoarchaeology, Circumpolar toolkits, and Gender “Inequality”. *Ethnoarchaeology: Journal of Archaeological, Ethnographic, and Experimental Studies* 1(1):57-77. Available via e-Learning.

## **► Short Research Reports in class**

### **November 14: Reflections on Ethnoarchaeology and Future Directions**

Kearney, A. 2010. An Ethnoarchaeology of Engagement: Yanyuwa Places the Lived Cultural Domain in Northern Australia. *Ethnoarchaeology: Journal of Archeological, Ethnographic, and Experimental Studies* 2(1):99-119. In Reader.

Schmidt, P. R. 2010. Social Memory and Trauma in NW Tanzania: Organic, Spontaneous Community Collaboration.” *Journal of Social Archaeology* 10(2):255-279. Available online.

Colwell-Chanthaphonyh, C., and J. J. Ferguson. 2006. Memory Pieces and Footprints: Multivocality and the Meanings of Ancient Times and Ancestral Places among the Zuni and Hopi. *American Anthropologist* 108(1):148-162. Available online.

### **14. November 21: Thanksgiving Vacation**

### **15. November 28: Presentation of Projects**

### **16. December 5: Presentation of Projects**



