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:**

4) Reader, Orange and Blue Textbooks, 13th 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**


Consult Useful History and Background for this module:


September 5: Theoretical Issues of Time and Ethnoarchaeology of Time


September 12: Middle Range ‘Theory’ and Related Perspectives

David and Kramer, Chapter 4


Consult:

September 19: Living Lithics: Guest Lecturer, Dr. Stephen Brandt
David and Kramer, Chapter 6


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**


Consult:
1. [http://www.antiquityofman.com/eibl-eibesfeldt_hitchcock_kalahari.html](http://www.antiquityofman.com/eibl-eibesfeldt_hitchcock_kalahari.html)

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

David and Kramer, Chapter 13


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

David and Kramer, Chapter 11


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


►Short research reports in class

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

David and Kramer, Chapter 7


Film: *The Potters of Buur Heybe, Somalia*

Consult:

**October 31: Settlement and Space**

David and Kramer, Chapter 8


November 7: Gender Issues


Consult:

**Short Research Reports in class**

November 14: Reflections on Ethnoarchaeology and Future Directions


14. November 21: Thanksgiving Vacation

15. November 28: Presentation of Projects

16. December 5: Presentation of Projects

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