



ANTHROPOLOGY (ANG) 6930 PRINCIPLES OF ARCHAEOLOGY



Prof. Susan D. Gillespie	Spring 2017
Office: B338 Turlington Hall, Phone: 294-7595	Section # 1281
email: sgillesp@ufl.edu	3 Credits
Office Hours: Tues 3-4, Wed 1-3, and by appt.	T7 (FLG 245) , R 7 (WEIL 273), R 8 in Tur 1208H

COURSE DESCRIPTION

Why do archaeologists do what they do? This course explains the concepts and rationale—the foundational principles—behind the theory and practice of contemporary anthropological archaeology as a historical and interpretive scientific discipline. This course is designed for graduate students in anthropology and related disciplines seeking an overview of constructs and methods for archaeological research, interpretation, and explanation. Content focuses on 21st century archaeological practice and considers archaeology's social relevance and ethics. Lectures (period 7 TR) are combined with seminar-type discussion of readings and some practical applications (period 8 R). Case studies are drawn from a variety of prehistoric and historic sites, with special attention to Florida archaeology.

This course is intended to prepare students for additional courses in archaeology, including theory, area courses, field school, artifact analysis, and zooarchaeology. It is essential training for anyone contemplating a career in practicing or academic archaeology, forensic anthropology, Classics, history, art history, museology, historic site interpretation, cultural resource management, and historic preservation law.

STUDENT LEARNING OUTCOMES

1) Recognize basic principles and practices that organize and motivate archaeological field and laboratory investigations, including research design, site survey and excavation, and materials, temporal, and spatial analyses. 2) Apply foundational methods and the ideas upon which they are based to interpret dynamic historical and material processes in the past and their traces and trajectories into the present. 3) Critically analyze ethical issues pertaining to the roles of professional archaeologists in the different facets of interpreting the past (cultural heritage) for diverse stakeholders in the present.

REQUIRED READINGS and E-LEARNING

As yet no comprehensive textbook on 21st century archaeology is available. Students are asked to purchase or rent (or read on library reserve) the two following paperback books:

Lucas, Gavin (2012) *Understanding the Archaeological Record*. Cambridge: Cambridge U Press.

Lucas, Gavin (2005) *The Archaeology of Time*. London: Routledge. (e-book: CC75.5 .L83 2005)

All other materials and assignments are organized as weekly **Pages** on Canvas (elearning.ufl.edu). They include required chapters from the *Archaeology Workbook* by Susan D. Gillespie. These chapters are available as individual pdf files on e-learning. See further discussion below.

Other required readings are excerpted book chapters (available as pdf files on Canvas) and digital journal articles available by download from the UF library. The final category of required readings are the narrative lecture summaries and any handouts available on Canvas. In addition, recommended readings and videos are provided. Check the e-learning site regularly for announcements and to post discussion comments.

WORKBOOK CHAPTERS AND EXERCISES

The *Workbook* is shared with the undergraduate class. Workbook chapters are an important component of the course content, but with the exception of Exercise 1 (on the first Thursday), graduate students are not required to complete and turn in the workbook exercises. If you wish to do so, you may, and

the instructor will correct any errors, but they are not part of your grade. Similarly, you are not required to attend the lab with the undergraduates. However, if you wish to do so, you may attend the Period 9 lab to participate in the activities.

THURSDAY DISCUSSION

On Thursday period 8 is devoted to discussion of the week's readings and some practical hands-on applications of archaeological materials. To facilitate discussion of readings, students *are required to post usually 3 questions* based on the week's readings (each from a different reading) on the Canvas Discussions tool by **Wednesday 7:00 pm**, and everyone is expected to review all those questions. You may respond to them prior to class meeting, to start the discussion or indicate where you have difficulty understanding a reading or disagree with the author. Students may also be asked to rotate as discussion leaders for certain individual readings. Posting of questions on the discussion boards and participation in class discussion each Thursday are worth 15% of the final grade.

ATTENDANCE, PARTICIPATION, AND EXCUSED ABSENCES

T/R Lectures: The lectures coincide with ANT 4114, the undergraduate version of the course. All students are expected to be in their seats and ready to listen at 1:55; class begins promptly at that time and a participation activity is usually done then (10% of final grade). Although a lecture summary is provided, missing lectures will prove detrimental to your understanding of the course material and to your final grade.

Thursday Discussion: Attendance is also taken during the discussion period (Thursday period 8). Unless your absence is excused, you will be penalized for assignments turned in late. Even with an excused absence, you must post discussion questions and turn in any assignments to receive the grade; you are not penalized for being absent. Only those with excused absences can request to make up the missed work.

Excused Absences: Examples of excused absences are religious holiday observance, accident, court appearance, illness, death in the family, etc; see the full university policy at the end of this syllabus. You must email the instructor and provide a written excuse as soon as you are able. Being excused from class does *not* excuse you from the activities done on that date; you must make them up to get credit for those activities.

PERSONAL DEVICES and CLASSROOM DEMEANOR

Cell phones should be silenced and stowed. Laptops and tablets are allowed *only* for taking notes and accessing reading materials; any other use is prohibited except as directed by the instructor. Newspapers and other materials not relevant to the class should be put away when class begins.

CONTACTING THE INSTRUCTOR

The preferred method is to use the email address or office phone number on the first page to directly contact the instructor. Put the course number or title in the subject line of the email.

EXAMS

Three in-class exams consist of objective questions (matching, multiple-choice, fill-in-the-blanks), short answers, and short essays. **Missed Exams** may be made up only if you experience an *excused* absence during the scheduled exam period and if you or someone on your behalf has informed the instructor preferably before the exam begins, but usually no later than within a week afterward. Missed exams should be made up within one week of the exam date and are administered at the instructor's convenience. See the full policy for excused absences at the end of the syllabus.

RESEARCH DESIGN PROJECT

The final grade component consists of a "Research Design" for a research problem of interest to you. This will be a brief version, not a full-fledged research design as in a grant proposal, as a way to practice creating a research design and employing concepts and methods learned in class (e.g., evidence, variables, scale, sampling, validity, hypotheses, explanation). In the third discussion period, each student will briefly describe their areas of research interests (topical, temporal, geographical). In the last discussion period,

everyone will give presentation of their research design (max 5 ppt slides) to receive feedback from the class. A written version of the research design (c. 2000 words) is due no later than noon Tuesday April 25. All components of the Research Design constitute 15% of the final grade.

GRADING

All grades in this course are earned throughout the semester, not negotiated individually at the end of the semester. Do not request a grade adjustment based on work other than what is described in this syllabus. Grading is based on mastery of the course material, as determined from the following instruments only:

1st exam (Jan 31)	60 points, 20% of final grade
2nd exam (Mar 14)	60 points, 20% of final grade
3rd exam (Apr 18)	60 points, 20% of final grade
Discussion participation & posts	45 points, 15% of final grade
T/R Lecture activities participation:	30 points, 10% of final grade
Research Design Project	45 points, 15% of final grade (all components)
(present Apr 13, due Apr 25)	Total: 300 points

Letter grades are assigned at the end of the semester, based on a maximum of 300 points, according to the grading scale below. See University policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Important: If a minimum grade of **B** is needed to fulfill certain requirements, B- does **not** fulfill those requirements. Note GPA points for each letter grade in the bottom line of the chart below. Don't pay attention to a percentage assigned to you by Canvas gradebook; look only at the point totals.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
270-300	264-269	255-263	240-254	234-239	225-233	210-224	204-209	195-203	180-194	174-179	173 or lower
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

The course gradebook is "closed" on the date of the university-scheduled final exam for the class. Any overdue assignments or grade adjustments must be received by that date and time.

ACCEPTANCE OF COURSE REQUIREMENTS

By remaining registered in this class, you tacitly agree to accept all course requirements and expectations as stated in this syllabus. These are in addition to official University requirements and codes of conduct. You are expected to thoroughly read and understand the information in this syllabus.

Schedule of Topics and Assignments

* = Thursday discussion/activities [post questions and finish all reading and other assignments *before class*]

R = reading, web, or video assignment

CH = Workbook chapter

T = Lucas books (2012 or 2005)

Exercise = Workbook problem

NOTE: Assignments here are *tentative and subject to change*. Use the weekly **Pages** tool on Canvas for the most complete information, as well as lecture summaries (**LS**) as a reading assignment.

DATE	TOPIC	Textbooks	Workbook	Other: pdf or e-journal
Week 1 Th 1-5	<i>Part I. Characterizing Archaeology</i> Archaeology's Past is in the Present			R: Harrison and Schofield (2010) "Artefacts" R: Olivier (2013) "The Business of Archaeology is the Present"

*Th 1-5 Disc-1	Observation and Ethics in Archaeology		CH I: Observation: Believing is Seeing Exercise 1 What's In My Box?	R: Gibbon (1990) "What Does an Observation Mean in Archeology?" R: "SAA Principles of Archaeological Ethics"
Week 2 Tu 1-10	Modernity, Culture, and Multiple Archaeologies	T: Lucas (2012) Ch 2: "The Total Record"		R: Sabloff (2005) "Processual Archaeology" and R: Hodder (2005) "Post-Processual and Interpretive Archaeology" (in one pdf)
Th 1-12	<i>Part II. Archaeological Investigations</i> Units of the "Archaeological Record"-1 Content, Time	T: Lucas (2012) Ch 1 "The Trouble with Theory" T: Lucas (2005) Ch 2 "Time, Space, and the Archaeological Record"		R: Thomas (2012) "Archaeology, Anthropology, and Material Things" R: O'Brien and Lyman (2002) "The Epistemological Nature of Archaeological Units"
*Th 1-12 Disc-2	Units, Variables, and Measurement		CH II: Units, Variables, and Measurement	R: Ramenofsky and Steffen (1998) "Units as Tools of Measurement"
Week 3 Tu 1-17	Units of the "Archaeological Record"-2 Space, Scale, and Sampling (Crystal River site case study)		CH III: Scale and Sampling	R: Lock and Molyneaux (2006) "Confronting Scale" R: Redman (1987) "Surface Collecting, Sampling, and Research Design" R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future" pp. 5-7 only Recommended R: Weisman (1995) <i>Crystal River : A Ceremonial Mound Center on the Florida Gulf Coast</i>
Th 1-19	Producing Archaeological Knowledge - Fieldwork 1: Reconnaissance and Survey		CH IV: Locating Sites in Space CH V: Making Maps	R: Pluckhahn et al. (2010) "Toward a New View of History and Process at Crystal River (8CI1)," pp 164-173
*Th 1-19 Disc-3	Research Design [brief oral description of research interests as a research problem]			R: Barrett (1994) "The Beaker Complex: An Archaeological Text"
Week 4 Tu 1-24	Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly			R: Pluckhahn & Thompson (2009) "Mapping Crystal River", pp. 12-14 only R: Bradley (2003) "Seeing Things: Perception, Experience, and the Constraints of Excavation"

Th 1-26	Producing Archaeological Knowledge - Beginning the "Archive"		CH VI: Mapping Archaeological Remains	
*Th 1-26 Disc-4	Archaeological Drawings: Re-assembling the Site			R: Bradley (1997) "'To See is to Have Seen': Craft Traditions in British Field Archaeology"
Week 5 Tu 1-31	EXAM I			
Th 2-2	<i>Part III. Interpreting Archaeological Evidence - Sites in Process: Assemblages and Taphonomy</i> (Silver Glen site case study)	T: Lucas (2012) Ch 3 "Formation Theory" T: Lucas (2012) Ch 5 "Archaeological Entities"		R: Joyce and Pollard (2010) "Archaeological Assemblages and Practices of Deposition"
*Th 2-2 Disc-5	Deposit Theory		CH VII: Deposit Theory: The Harris Matrix	R: Praetzelis (1993) "The Limits of Arbitrary Excavation"
Week 6 Tu 2-7	What is the "Archaeological Record"? (Silver Glen site)			R: Lucas (2008) "Time and the Archaeological Event" R: Gilmore (2015) "Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida"
Th 2-9	Organizing Typological Assemblages: Classification		CH VIII: Typological Assemblages: Archaeological Classification	R: Rouse (1960) "The Classification of Artifacts in Archaeology"
*Th 2-9 Disc-6	Events, Records, and Assemblages			R: Patrik (1985) "Is There an Archaeological Record?"
Week 7 Tu 2-14	<i>Part IV. The Archaeological Objective</i> Reconstructing Culture? or Revealing History?	T: Lucas (2012) Ch 4: "Materialized Culture"		R: (Anonymous) "North Florida, 2500 B.P.-A.D. 1700", R: Andrews et al. (2000) "Interpretation not Record: The Practice of Archaeology"
Th 2-16	Interpretive Modeling: Analogy and Actualistic Studies		CH IX: Models: Analogy and Actualistic Studies	R: Hodder (1982) "The Use of Analogy" R: Van Tilburg (1995) "Moving the Moai"

*Th 2-16 Disc-7	Analogy And Actualistic Studies: Uses, Biases, and Limits in a Historical Science			R: Stahl (1993): Concepts of Time and Approaches to Analogical Reasoning in Historical Perspective” R: “How do Archaeologists Figure out the Function of an Ancient Tool?”
Week 8 Tu 2-21	<i>Part V. Time: Temporality and Duration</i> Concepts of Time	T: Lucas (2005) Ch 1 “Beyond Chronology”		R: Bailey (2005) “Concepts of Time” R: Bailey (2008) “Time Perspectivism: Origins and Consequences”
Th 2-23	Philosophies of Time: Duration and Succession	T: Lucas (2005) Ch 5 “Forgetting the Past”	CH X: Seriation (A-Series Time)	Recommended R: Gell (1992) “Time in Philosophy: The A-Series vs. the B-Series”
*Th 2-23 Disc-8	The Past(s) in Prehistory and the Agencies of History			R: Bradley (2002) <i>The Past in Prehistoric Societies</i> , excerpt
Week 9 Tu 2-28	Following Traces of Things in Time (Swift Creek pottery case study)	T: Lucas (2005) Ch 4 “The Life and Times of a Roman Jar”		R: Joyce (2012) “Life With Things: Archaeology and Materiality” R: Wallis (2015) “The Living Past: Itineraries of ‘Swift Creek’ Images through Wood, Earthenware, and Ether”
Th 3-2	Principles of Archaeological Dating (early Southeast pottery case study)		CH XI: Dating a Thing in Motion: Dendrochronology	R: Gilmore (2014) “Radiocarbon Dating of Spanish Moss from Orange and Stallings Fiber-Tempered Pottery: Method and Chronological Implications”
*Th 3-2 Disc-9	Rethinking “The Past”			R: Ingold (2012) “No More Ancient; No More Human: The Future Past of Archaeology and Anthropology,” pp. 77-81 only R: Barrett (2006) “Archaeology as the Investigation of the Contexts of Humanity”
	<i>spring break</i>			
Week 10 Tu 3-14	EXAM II			
Th 3-16	<i>Part VI. Technology: Making (And Unmaking) Things and People - Transforming Things in Motion: Chaîne Opératoire</i> and “Life History”			R: Ingold (2010) “The Textility of Making” R: Bleed (2001) “Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities”

*Th 3-16 Disc-10	Making: Materials, <i>chaîne opératoire</i> , and <i>bricolage</i>		CH XII Analyzing Lithic Artifacts CH XIII Analyzing Ceramic Artifacts	R: Ingold (2013) “The Materials of Life”
Week 11 Tu 3-21	Technology of the Social: Crafting Identity (Stallings Culture case study)			R: Dobres (2010) “Archaeologies of Technology” R: Sassaman (1998) “Crafting Cultural Identity in Hunter-Gatherer Economies”
Th 3-23	Bodies in Motion (Weeden Island case study)			R: Sofaer (2006) “The Body as Material Culture” R: Milanich et al. (1997) “Charnel Knowledge” McKeithen Mounds” pp. 91-119 (ebook E99 .W48M37 1997)
*Th 3-23 Disc-11	Making, Unmaking and Remaking Bodies		CH XIV: Making and Remaking Bodies	R: Rakita and Buikstra (2005) “Introduction” to <i>Interacting with the Dead</i>
Week 12 Tu 3-28	Things, Entanglement, and Historical Change	T: Lucas (2012) Ch 7: “A ‘New’ Social Archaeology?”		R: Gillespie (2016) “The Entanglement of Earth in the Age of Clay”
Th 3-30	Landscapes in Motion: History, Memory, and Materiality			R: Wallis (2008) “Networks of History and Memory: Creating a Nexus of Social Identities in Woodland Period Mounds on the Lower St Johns River, Florida”
*Th 3-30 Disc-12	Monumental Landscapes in Motion			R: Wallis (2013) “Swift Creek and Weeden Island Mortuary Landscapes of Interaction”
Week 13 Tu 4-4	Living Landscapes: Human-Animal Relations (shell mounds case study)			R: Moore & Thompson (2012) “Animism and Green River Persistent Places: A Dwelling Perspective of the Shell Mound Archaic” R: Allentuck (2015) “Temporalities of Human-Livestock Relationships in the Late Prehistory of the Southern Levant”

Th 4-6	<i>Part VII: Theory in Practice Today</i> Indigenous Archaeologies and the New Cultural Heritage			R: Ferguson (2003) “Anthropological Archaeology Conducted by Tribes” R: Neely (2014) “Ancient Site’s Cultural Resources Secretly Buried” R: Holtorf and Fairclough (2013) “The New Heritage and Re-Shapings of the Past” Recommended R: Zimmerman (2006) “Consulting Stakeholders”
*Th 4-6 Disc-13	Explanations in Archaeology as a Historical Science	T: Lucas (2012) Ch 6: “Archaeological Interventions”	CH 25: Hypotheses and Explanations	R: Fogelin (2007) “Inference to the Best Explanation: A Common and Effective Form of Archaeological Reasoning” R: Hanen & Kelly (1989) Inference to the Best Explanation in Archaeology Recommended R: Wylie (1989) “The Interpretive Dilemma”
Week 14 Tu 4-11	Archaeology of the Contemporary Past (Dozier School and Rosewood case studies)			R: Buchli and Lucas (2001) “The Absent Present: Archaeologies of the Contemporary Past” Recommended R: Voss (2010) “Matter Out of Time: The Paradox of the ‘Contemporary’ Past”
Th 4-13	[lecture may be skipped to prepare proposals]			
*Th 4-13 Disc-14	Proposal Presentations [max 5 slide ppt]			[instead of discussion questions, post a brief (500 word) description of your research design]
Week 15 Tu 4-18	Exam III			
Tues 4/25 noon	written research design due upload on Canvas			

The following information is provided in conformance with University Policy. *Please read!*

Policy related to class attendance, absences, make-up exams and other work

Requirements for class attendance, make-up exams, assignments, and other work in this course (e.g., excused absences) are consistent with university policies at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. University policy states that absences count from the first class meeting. “In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Furthermore, the university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further

attendance and subsequently assign a failing grade for excessive absences.” The UF Twelve-Day Rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>) states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor. It is the student athlete’s responsibility to maintain satisfactory academic performance and attendance.

Religious Observances

Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observances) should contact the Instructor to request this modification; it will then be granted. Please make requests early in the semester.

Accommodations for students with disabilities

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 in hard copy to the instructor when requesting accommodations. This requires a face-to-face meeting. Students should follow this procedure as early as possible in the semester.

Academic Honesty

UF students are bound by The Honor Pledge which states, “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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-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. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams (see the full list at url above).

All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office (DSO). Students who have not committed any prior violations according to the DSO will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>). If you are accused of academic dishonesty, you are *not allowed to drop the course* until the matter is resolved. If you have any questions about what constitutes cheating or plagiarism, or concerns about completing an assignment on time, please consult with the instructor.

Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://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 <https://evaluations.ufl.edu/results>

Counseling and Emergency Services

U Matter, We Care serves as the umbrella program for UF’s caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

– the University Counseling Center, 301 Peabody Hall, 392-1575

<http://www.counseling.ufl.edu/cwc/Default.aspx>

– Student Health Care Center, 392-1171

– Career Resource Center, Reitz Union, 392-1601

– Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161

– University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

Electronic Course Reserves

The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the University of Florida Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the UF Disability Resource Center at 352-392-8565 or at accessuf@dso.ufl.edu. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

It is best to use the UF VPN client when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off-campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>.

Software Regulations

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.