

ANG 5595 – Proseminar in Anthropology IA: Archaeology

Section 28308, Fall 2021

Monday 1:55 – 4:55 PM (Periods 7-9)

Turlington 1208H – masks expected

Instructor: Katherine Grillo

Office: Turlington B121

Office Hours: Thursdays 10am-12pm (Zoom – please email in advance), alternate times and in-person office hours also available by appointment

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Course Description

(credit to Ken Sassaman for syllabus text and inspiration)

Proseminar in Anthropology I is the first half of the year-long proseminar for incoming graduate students, and *IA* is the first half of the first half, dealing with one of American anthropology's four subfields, namely *archaeology*. Some of you have a solid background in archaeology and may expect this class to be a review of knowledge gained. Others perhaps have only passing exposure to the field, and even less interest. And still others may know nothing more about archaeology than what popular culture dishes up. It is not humanly possible to cover in 21 short hours over seven weeks the entirety of archaeology. What then do we cover? What gets glossed and what garners our serious attention? Should we stick with the history of the field? How about its theoretical basis? Methods? Results? What?! In Proseminar IA we will take a look at archaeology through a wide lens: an archaeology that is relevant to other anthropologists, which is to say an archaeology structured by themes and theories of broad human relevance. The underlying premise is that archaeology is not merely the study of the past, but also the historical production of the present, and a basis for imagining alternative futures.

Required Readings:

All required readings will be posted on the Canvas e-learning site for the seminar, and are listed below by weekly topic.

Format and Expectations

I will lead off each week with a short overture to the assigned topic that identifies the major research themes, history of investigation, and broader relevance. Discussion will follow, and will take up nearly all of our class time.

For each of six class meetings after our first meeting, several of you will lead class discussion on readings assigned to you by your instructor. Everyone will lead two discussions over the six-class period and each discussion will entail two articles/chapters per leader. Discussion leaders will prepare for each assigned article/chapter a ~200-word summary with full bibliographic information to submit to your instructor for posting in Canvas no later than 48 hours before we meet. Everyone is

responsible for reading all assigned readings, as well as posted summaries. Without literally reading their summaries, discussion leaders will present to the class a short summary of the assigned readings, describe the theory and method employed to elucidate the topics, critically evaluate the quality and relevance of the work, and pose questions for class discussion. The intent of discussion is to synthesize and interpret the literature, so avoid the tendency to simply recapitulate the readings.

Short paper on applied archaeology: You are expected to locate an example of archaeological results and/or perspectives that were mobilized to solve a real-world problem. This can be something with direct, practical value (e.g., showing that pre-Columbian designs for domestic architecture are best adapted to geologically unstable locations), or more abstract utility, as in heritage making (e.g., building sense of community through common history), or even the legalities of indigenous rights (e.g., native land claims against the state). You may find inspiration in a pair of articles assigned for the week of September 20 (Kintigh et al. 2014; Cobb 2014) on the Grand Challenges of archaeology. A title and 100-word abstract of your chosen topic is due that day. For the final paper you are expected to summarize the case material and explain its relevance to contemporary society. Papers are expected to be ~5 double-spaced pages (12-pt font, 1-inch margins throughout) in length and conform to the style guide of *American Antiquity* (https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e_6). Papers will be due on our last meeting, December 7. This is not a simple summary of a paper, but rather a thoughtful discussion about how the work actually articulated with the “real world,” which then means you will have to find complementary literature, including all manner of digital media (video, virtual, audio, website, and more), that exists outside the realm of academic publications.

Grading & COVID-19 Issues

Your final grade for Proseminar overall will be the average of your grade in my section and your grade in Dr. Mulligan’s Proseminar II section. You can earn up to 100 points for Proseminar IA, broken down by responsibilities as follows:

- Participation = 35 points
- Article/Chapter summaries = 20 points
- Discussion leadership = 20 points
- Abstract = 5 points
- Short paper = 20 points

Note: participation presupposes attendance, and you will lose 5 points for an unauthorized absence, and will lose 2 points for being late to class on any given day by more than five minutes. I recognize that COVID-19 will likely throw the entire class into shambles in fairly short order. For now, I am requiring that everyone show up in person unless you are withheld from campus due to possible COVID-19 exposure or a positive COVID-19 test. If you are feeling sick, please DO NOT COME TO CLASS. I will be more than happy to make accommodations for anyone who cannot come to class – please email me. I may ask students to write short summaries of the readings for that week, for example, and turn those in before class the following week. I ask that you all be patient as we collectively chart a reasonable and compassionate way forward. Right now I am not planning on recording classes or doing Hy-Flex, as our class is heavily discussion-based.

The grading scale will be as follows:

A	93% or above	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E	below 60%

Schedule

August 23 Introductions

Readings: None

Guest seminar by Guinnessa Mahar on library resources at UF

August 30 A Crash Course in Archaeological History, Methods, and Ethics

Discussion Leaders:

Readings:

- SAA Principles of Archaeological Ethics <https://www.saa.org/career-practice/ethics-in-professional-archaeology>
- Special topic: COVID-19!
- Scerri, E.M., Kühnert, D., Blinkhorn, J., Groucutt, H.S., Roberts, P., Nicoll, K., Zerboni, A., Orijemie, E.A., Barton, H., Candy, I. and Goldstein, S.T., 2020. Field-based sciences must transform in response to COVID-19. *Nature Ecology & Evolution*, 4(12), pp.1571-1574.
- Thiaw, Ibrahima. 2020. Archaeology of Two Pandemics and Teranga Aesthetic. *African Archaeological Review*. 37:475–479.
- Schofield, J., Praet, E., Townsend, K.A. and Vince, J., 2021. ‘COVID waste’ and social media as method: an archaeology of personal protective equipment and its contribution to policy. *Antiquity*, 95(380), pp.435-449.

September 6: LABOR DAY, NO CLASS

September 13 Archaeology as History

Discussion Leaders:

Readings:

- Preucel, Robert W. and Stephen A. Mrozowski. 2010. Part I: The New Pragmatism. In *Contemporary Archaeology in Theory*, Preucel and Mrozowski, eds. Second edition, pp. 1-50. SUBJECT TO CHANGE FOLLOWING FIRST DAY OF CLASS
- Pauketat, T.R., 2001. Practice and history in archaeology: An emerging paradigm. *Anthropological theory*, 1(1), pp.73-98. ALSO SUBJECT TO CHANGE
- Cobb, C.R., 2005. Archaeology and the “savage slot”: Displacement and emplacement in the premodern world. *American Anthropologist*, 107(4), pp.563-574
- Lightfoot, K.G. and Gonzalez, S.L., 2018. The study of sustained colonialism: An example from the Kashaya Pomo homeland in northern California. *American Antiquity*, 83(3), pp.427-443.
- Schmidt, P.R. and Walz, J.R., 2007. Re-representing African pasts through historical archaeology. *American Antiquity*, 72(1), pp.53-70.
- Graeber, David, and David Wengrow. 2018. How to Change the Course of Human History. *Eurozine*: <https://www.eurozine.com/change-course-human-history/#>

If you need help with theory, I recommend this book:

- Fogelin, Lars. 2019. *An Unauthorized Companion to Archaeological Theory*. Self-published, download here: <https://arizona.academia.edu/LarsFogelin>

September 20 Archaeology as Science

Discussion Leaders:

Due: Title and 100-word abstract on proposed paper

Readings:

- Kintigh, Keith W., Jeffrey H. Altschul, Mary C. Beaudry, Robert D. Drennan, Ann P. Kinzig, Timothy A. Kohler, W. Fredrick Limp, Herbert D. G. Maschner, William K. Michener, Timothy R. Pauketat, Peter Peregrine, Jeremy A. Sabloff, Tony J. Wilkinson, Henry T. Wright, and Melinda A. Zeder. 2014. Grand Challenges for Archaeology. *American Antiquity* 79:5–24.
- Cobb, Charles R. "The once and future archaeology." *American Antiquity* 79.4 (2014): 589-595.
- Smith, Michael E. 2021. Why archaeology's relevance to global challenges has not been recognised. *Antiquity*. Responses by Morrison, Chirikure, Lane, Croucher, and Smith.
- Gokcumen, Omer, and Michael Frachetti. "The impact of ancient genome studies in archaeology." *Annual Review of Anthropology* 49 (2020): 277-298.
- Cortez, Amanda Daniela, et al. "An ethical crisis in ancient DNA research: Insights from the Chaco Canyon controversy as a case study." *Journal of Social Archaeology* 21.2 (2021): 157-178.
- Cunningham, Jeremy J., and Scott MacEachern. 2016. Ethnoarchaeology as slow science. *World Archaeology* 48(5), 628–641.

September 27 Case Studies: Anthropogenic Landscapes and Climate Change

Discussion Leaders:

Readings:

- Anderson, David G, Maasch, Kirk A, and Sandweiss, Daniel H. 2013. Climate Change and Cultural Dynamics: Lessons from the Past for the Future. In *Humans and the Environment: New Archaeological Perspectives for the Twenty-First Century*, pp. 1–68. Oxford University Press, Oxford.
- Heckenberger, M.J., Christian Russell, J., Toney, J.R. and Schmidt, M.J., 2007. The legacy of cultural landscapes in the Brazilian Amazon: implications for biodiversity. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 362(1478), pp.197-208.
- Guedes, Jade d'Alpoim, and R. Kyle Bocinsky. "Climate change stimulated agricultural innovation and exchange across Asia." *Science advances* 4.10 (2018): eaar4491.
- Burke, A., Peros, M.C., Wren, C.D., Pausata, F.S., Riel-Salvatore, J., Moine, O., de Vernal, A., Kageyama, M. and Boisard, S., 2021. The archaeology of climate change: The case for cultural diversity. *Proceedings of the National Academy of Sciences*, 118(30).
- Kohler, T., & Rockman, M. (2020). The IPCC: A Primer for Archaeologists. *American Antiquity*, 85(4), 627-651. doi:10.1017/aaq.2020.68
- Flexner, James L. 2020. Degrowth and a sustainable future for archaeology. *Archaeological Dialogues*. 27 (2), 159–171.

October 4 Case Studies: Atlantic Slavery and Legacies of Racism

Discussion Leaders:

Readings:

- LaRoche, C.J. and Blakey, M.L., 1997. Seizing intellectual power: the dialogue at the New York African Burial Ground. *Historical Archaeology*, 31(3), pp.84-106.
- Blakey, Michael L. 2020. Archaeology under the Blinding Light of Race. *Current Anthropology* 61:S22, S183-S197
- Dunnavant, Justin, Delande Justinvil, and Chip Colwell. 2021. Craft an African American Graves Protection and Repatriation Act. *Nature*. Comment, May 2021.
- Lima, Tania Andrade. 2020. Valongo: An Uncomfortable Legacy. *Current Anthropology* 61:S22, S317-S327.
- Flewellen, A.O., Dunnavant, J.P., Odewale, A., Jones, A., Wolde-Michael, T., Crossland, Z. and Franklin, M., 2021. "The Future of Archaeology Is Antiracist": Archaeology in the Time of Black Lives Matter. *American Antiquity*, 86(2), pp.224-243.
- Hauser, Mark W., Whitney Battle-Baptiste, Koji Lau-Ozawa, Barbara L. Voss, Reinhard Bernbeck, Susan Pollock, Randall H. McGuire, Uzma Z. Rizvi, Christopher Hernandez, and Sonya Atalay. 2018. Archaeology as Bearing Witness. *American Anthropologist* 120:535-548.

October 11 Indigenous Peoples' Day

Discussion Leaders:

Due: Final short paper draft if you want feedback

Readings:

- Atalay, Sonya. 2006. Indigenous archaeology as decolonizing practice. *American Indian Quarterly*, 280-310.
- Schneider, Tsim D., and Katherine Hayes. "Epistemic colonialism: is it possible to decolonize archaeology?." *American Indian Quarterly* 44.2 (2020): 127-148.
- Wadsworth, William TD, Kisha Supernant, and Ave Dersch. "Integrating Remote Sensing and Indigenous Archaeology to Locate Unmarked Graves: A Case Study from Northern Alberta, Canada." *Advances in Archaeological Practice* (2021): 1-13.
- Nash, Stephen E., and Chip Colwell. "NAGPRA at 30: the effects of repatriation." *Annual Review of Anthropology* 49 (2020): 225-239.
- Lane, Paul. "Possibilities for a postcolonial archaeology in sub-Saharan Africa: indigenous and usable pasts." *World Archaeology* 43.1 (2011): 7-25.
- Douglass, K., Morales, E.Q., Manahira, G., Fenomanana, F., Samba, R., Lahiniriko, F., Chrisostome, Z.M., Vavisoa, V., Soafiavy, P., Justome, R. and Leonce, H., 2019. Toward a just and inclusive environmental archaeology of southwest Madagascar. *Journal of Social Archaeology*, 19(3), pp.307-332.

December 6 Split Class

Due: Short paper

We will devote our last class to reviewing the case studies you have researched for your 5-page papers, due on this day. Be prepared to hold forth on your case study for a couple of minutes, and to field any questions your colleagues may have.

Additional Info

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. I'm happy to make any necessary accommodations.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

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](#) 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.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus