

Ethnoarchaeology and Experimental Archaeology (ANT4930/ANG6930)

University of Florida

Syllabus Fall 2020

Wednesdays 10:40am-1:40pm

Dr. Kate Grillo

Office: Zoom

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Office Hours: Tuesdays 10am-12pm or by appointment

This will be an online-only class this semester, with meetings conducted via Zoom. Meetings will not be recorded.

Course Description

Archaeology isn't only about the past: Since the 1960's, archaeologists have also examined aspects of life **in the present** as a way to better interpret material culture found at ancient sites. *Ethnoarchaeology* uses ethnographic field methods among modern peoples to develop, test, and/or interpret informed hypotheses about life in the past. *Experimental archaeology* uses controlled scientific experiments to develop, test, and/or interpret models about past behaviors including tool use, pottery production, etc. This course will examine the theoretical literature on both ethnoarchaeology and experimental archaeology, and students will gain practical experience designing an ethnoarchaeological or experimental research project.

Student Learning Outcomes

1. Students will examine the theoretical literature on ethnoarchaeology and experimental archaeology and be able to explain their significance to our understanding and interpretation of the archaeological record.
2. In both class discussions and written exercises, students will analyze published and in-class case studies dealing with a wide range of material culture.
3. Students will gain practical experience designing an ethnoarchaeological or experimental research project.

Required Text/Readings

- Nicholas David and Carol Kramer, 2001. *Ethnoarchaeology in Action*. Cambridge University Press.
- Kathryn Weedman Arthur, 2018. *The Lives of Stone Tools: Crafting the Status, Skill, and Identity of Flintknappers*. University of Arizona Press.
- Jeffrey R. Ferguson., ed., 2010. *Designing Experimental Research in Archaeology: Examining Technology through Production and Use*. Boulder: University Press of Colorado.

Any additional readings will be posted on Canvas.

Course Requirements

See course schedule below for exam dates and other due dates.

Theory Exam: 15%

This will be an in-class essay exam, covering topics presented up to that point. This exam will be optional for graduate students; if students choose not to take the exam, their final paper will constitute 35% of their final grade instead of 20%.

Book Review: 15%

Students will write an academic book review of an ethnoarchaeological/experimental book of their choice. The format will be comparable to a book review submitted to an archaeological/anthropological journal. Additional instructions will be provided in class.

Discussion Leadership: 10%

Students will be required to lead discussion for five different reading assignments. Additional instructions will be provided in class.

Research Proposal: 40%

Instead of a standard term paper, students will be required to submit a research proposal (Wenner-Gren format), for an ethnoarchaeological or experimental project of their own design. Grades for the research proposal will be broken down as follows:

10% draft circulated to classmates

5% peer review

5% presentation

20% final paper

Class Participation: 20%

This class will be discussion-based, and thus participation **by everyone** is crucial. I will present background information and additional points of interest at the beginning of each class, but students should come prepared to spend most of the class period discussing the assigned readings.

Attendance Policy

Attendance is mandatory. Please email me in the event of illness/family emergency/jury duty/etc. – I understand that this will be a difficult semester for everyone! I will allow one unexcused absence without penalty; each additional unexcused absence will result in your grade being lowered by one letter grade.

Grades and Grading Policies

This course will use the following grading scale:

A	94-100%
A-	90-93%
B+	86-89%
B	80-85%
C+	76-79%
C	70-75%
D+	66-69%
D	60-65%
E	<60%

See also <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Honor Code

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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.

Disability Statement

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 accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Student Evaluations

Students are expected to (but are not required 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 given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 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, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. 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.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course Schedule: Please note that the schedule and readings are subject to change.

Week 1: Introduction to Ethnoarchaeology & Experimental Archaeology	
September 2	Course overview
Week 2: Ethnoarchaeology: History and Theory	
September 9	<ul style="list-style-type: none"> - D&K Chapter 1: Ethnoarchaeology: its nature, origins, and history - Cunningham and MacEachern (2016) – Ethnoarchaeology as slow science <p><i>Required for graduate students:</i> González-Ruibal (2007) The past is tomorrow: towards an archaeology of the vanishing present</p>
Week 3: Ethnoarchaeology: History and Theory, continued	
September 16	<ul style="list-style-type: none"> - D&K Chapter 2: Theorizing ethnoarchaeology and analogy - Gould & Watson (1982) A dialogue on the meaning and use of analogy in ethnoarchaeological reasoning - Wylie (1985) The reaction against analogy <p><i>Required for graduate students:</i> Stahl (1993) Concepts of time and approaches to analogical reasoning in historical perspective</p>
Week 4: Exam	
September 23	<p>Theory Exam</p> <ul style="list-style-type: none"> - Lane (2005) Barbarous tribes and unrewarding gyrations? The changing role of ethnographic imagination in African archaeology - Chirikure (2016) ‘Ethno’ plus ‘archaeology’: what’s in there for Africa(ns)?
Week 5: Hunter-Gatherers & HBE	
September 30	<ul style="list-style-type: none"> - Binford (1980) Willow smoke and dogs’ tails: hunter-gatherer settlement systems and archaeological site formation - Wobst (1978) The archaeo-ethnology of hunter-gatherers or the tyranny of the ethnographic record in archaeology - Hawkes (2016) Ethnoarchaeology and Plio-Pleistocene sites: Some lessons from the Hadza
Week 6: Case Study: Samburu, Kenya	
October 7	<ul style="list-style-type: none"> - Grillo (2014) Pastoralism and pottery use: an ethnoarchaeological study in Samburu, Kenya - Dunne et al. (2018) Pastoralist foodways recorded in organic residues from pottery vessels of modern communities in Samburu, Kenya - Grillo et al. (2020) Molecular and isotopic evidence for milk, meat, and plants in prehistoric eastern African herder food systems
Week 7: Case Study: Lithics in Ethiopia	
October 14	

	<p>- Weedman Arthur (2018) <i>The Lives of Stone Tools</i></p> <p>Book Review Due</p> <p>Video in class: Woman the Toolmaker</p>
Week 8: Experimental Archaeology	
October 21	<p>- Outram 2008. What is experimental archaeology? <i>World Archaeology</i> 40(1)1-6.</p> <p>- Ferguson 2010: Chapter 1, Introduction</p> <p>Video in class: Tree of Iron</p>
Week 9: Experimental Design	
October 28	<p>- Eren et al (2016) Test, Model, and Method Validation: The Role of Experimental Stone Artifact Replication in Hypothesis-driven Archaeology</p> <p>- Holen et al. (2017) A 130,000-year-old archaeological site in southern California, USA</p> <p>- Magnani et al. (2019) Evaluating claims for an early peopling of the Americas: experimental design and the Cerutti Mastodon site</p> <p>Bonus paper *highly recommended* : Eren et al. (2019) Experimental replication shows knives manufactured from frozen human feces do not work</p>
Week 10	
November 4	Brainstorming for research proposals, read through J. Ferguson case studies
Week 11: Veteran's Day, no class	
November 11	<i>No class</i>
Week 12: Experimental Archaeobotany	
November 18	<p>Drafts of Research Proposal Due</p> <p>- Mueller et al. (2017) Growing the lost crops of eastern North America's original agricultural system</p> <p>- Mueller et al. (2019) Experimental Cultivation of Eastern North America's Lost Crops: Insights into Agricultural Practice and Yield Potential</p>
Week 13: Fieldwork and Ethics	
November 25	<p>D&K, Chapter 3, "Fieldwork and Ethics"</p> <p>Peer Reviews Due</p>
Week 14: The Archaeology of the Contemporary World	
December 2	<p>- Rathje (1984) <i>The Garbage Decade</i></p> <p>- Dezharkhooy & Yazdi (2010) The archaeology of last night ... what happened in Bam (Iran) 25-26 December 2003</p> <p>- Pringle (2011) <i>The journey to El Norte</i></p>

	<i>Recommended for graduate students:</i> De Leon (2015) <i>The Land of Open Graves: Living and Dying on the Migrant Trail</i>
Week 15: The future?	
December 9	<ul style="list-style-type: none"> - Gosselain (2016) To hell with ethnoarchaeology - David (2018) To hell with ethnoarchaeology ... and back! - Surovell et al. (2017) The end of archaeological discovery <p>Student presentations</p>
Week 16	
December 16	Research Proposals Due at 10:40am