

## ANTHROPOLOGY (ANT) 4114

### PRINCIPLES OF ARCHAEOLOGY

Prof. Susan D. Gillespie	Spring 2015
Office: B338 Turlington Hall, Phone: 294-7595	3 Credits
email: sgillesp@ufl.edu	Prerequisite: ANT 2140 or ANT 3141
Office Hours: T 12-1 pm, W 1-3 pm, and by appt.	Lecture T 7 ROG 110, R 7 FLO 100 (1:55-2:45 pm)
Teaching Assistant: Paul Pluta email: paul.pluta@ufl.edu TA Office and Office Hours: TBA	Lab Sections: R8 (#1H89), R9 (#1H95), meet in TUR B357

*This course is NOT eligible for Gordon Rule (writing requirement).*

#### COURSE DESCRIPTION

ANT 4114 surveys the foundational conceptual **principles** of contemporary theory and practice in anthropological archaeology. It is designed for advanced anthropology majors and minors as well as majors in related disciplines who require a thorough overview of fundamental archaeological constructs and methods of research and interpretation, along with an awareness of the contemporary challenges facing archaeology and archaeology's social relevance in the present and future. The course combines lectures with practical hands-on applications and introduction to methods and techniques in the laboratory period. Case studies and artifact examples are drawn from a variety of prehistoric and historic sites, with special attention to Florida archaeology. Students should already have some basic knowledge of archaeological techniques and world archaeology by completing ANT 2140, ANT 3141, or an equivalent course.

ANT 4114 is intended to prepare students for additional courses in archaeology, including area courses, field school, artifact analysis, zooarchaeology, and paleobotany. It is essential training for anyone contemplating graduate study in anthropology and archaeology or for a career in practicing or academic archaeology, as well as forensic anthropology, Classics, history, art history, museology, historic site interpretation, cultural resource management, and historic preservation law.

#### STUDENT LEARNING OUTCOMES

1) Recognize the basic principles and practices that organize and motivate archaeological field and laboratory investigations, including research design, site survey and excavation, and materials analysis. 2) Apply foundational methods and the ideas upon which they are based by which archaeologists interpret these data to understand general principles of dynamic historical and material processes, now and in the past, and their traces and trajectories in the present and future. 3) Identify ethical issues pertaining to heritage management and the roles of professional archaeologists in the stewardship of cultural heritage.

#### REQUIRED READINGS

One textbook is required: *Archaeology Essentials: Theories, Methods, and Practice* (2<sup>nd</sup> ed -2011) by Colin Renfrew and Paul Bahn. ISBN: 978-0500289129. We will read only a portion of the book. I suggest you rent it, purchase it as an e-book, or read the copy on reserve in the library.

All other required readings are available in pdf form available on e-learning or as digital journal articles. These include Units of the *Archaeology Workbook* by Susan D. Gillespie, which is needed for the Thursday labs. Students should print and complete the numbered **exercises** from the Workbook, most of which are handed in for grading during the laboratory periods.

## E-LEARNING (Canvas)

Go to <http://lss.at.ufl.edu>. Use your Gator-link ID to log in to **Canvas**. All materials are organized by week in the Files tab. Certain assignments are to be accessed and uploaded through Canvas. Check the site regularly for announcements and handouts, especially before the lab period.

## FORMAT

The course format for the Tuesday/Thursday lecture periods is lecture and guided discussion, illustrated with slides. Outlines may be provided ahead of time on Canvas for some lectures. Students are strongly encouraged to ask questions during the lectures. However, talking amongst yourselves is disruptive, and all students are expected to show respect for classmates who are trying to listen to the lecture.

## PERSONAL DEVICES

*Cell phones must be silenced and stowed out of **your** sight.* Laptops and tablets are allowed *only* for taking notes; any other use is prohibited and will be monitored. Newspapers and other reading materials not relevant to the class should be put away when class begins. You need to pay attention to the lectures.

## LAB MEETINGS

The Thursday labs do NOT summarize the lectures nor do they provide a review of material prior to exams. Instead, new material is introduced in the workbook and additional readings, accompanied by laboratory exercises. **The workbook has exercises for you to complete, some as homework and some during your lab meeting.** See the schedule for the due dates. Print and bring your workbook exercises to lab and read *ahead* (not during class time) to be able to finish assignments in the allotted time. There is NO time available during the 50-minute lab for you to read your assignment—you must come ready to work. These exercises prepare you directly for the exams—consider them as sample tests. Some labs are held outdoors.

**Supplies:** For some exercises you will need a 30 cm ruler with *metric* measurements, metric graph paper (you can download and print graph paper from the internet), scissors, and a calculator. Except where mentioned in the syllabus, do not bring laptops to the lab; they will get in the way. **No** food or beverages are allowed in the lab (B357 Turlington)—this policy is strictly enforced.

## ATTENDANCE

**Lectures:** All students are expected to be in their seats and ready to listen at 1:55; class begins promptly at that time and attendance (via an activity) is taken then (5% of final grade). Missing lectures will prove detrimental to your understanding of the course material and to your final grade. If you must miss lecture, it is your responsibility to obtain the lecture notes from a classmate.

**Labs:** Attendance is also taken during labs and figures directly into your grade. ***For every lab period missed (unexcused, starting 1/15), 3 points are lost.*** Unless your absence is excused, you will not receive credit for exercises due during a missed lab period; however, they can be turned in for correction in preparation for the next exam. Students with excused absences can *request* a make-up lab to compensate for the loss of points; however, some lab exercises are impossible to reconstruct. (An excused absence is involuntary, such as due to religious holiday, accident, illness, death in the family—you must provide the excuse as soon as you are able). Being late, unprepared for an exercise (not having your workbook or materials or not having done the reading) will also be noted and 1-2 points may be deducted for that lab period. Make every effort to be prepared for and attend Thursday lab!

## LAB EXERCISES AND ASSIGNMENTS

Lab exercises are corrected and graded. Homework exercises are collected at the *beginning* of class; in-class exercises are started and/or finished in class. All exercises are expected to be completed; they have variable point values. Late exercises may be corrected but receive no credit without a valid excuse for their tardiness (see excused absence above). All students are expected to do their own work. Except for group activities, any evidence that you relied on someone else for answers will result in the loss of credit for **both persons**. Don't lend your completed assignments to a "friend" who wants to copy them!

## EXAMS

Exams consist of objective questions (matching, multiple-choice, fill-in-the-blanks), problem sets, and short answers. **Missed Exams** may be made up only if you experience an *involuntary* absence during the scheduled exam period (see above) and if you (or someone on your behalf) has informed the Professor or the TA 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 original exam date at the instructor's convenience.

## 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:

1st exam (2/3)	60 points, 20% of final grade
2nd exam (3/17)	60 points, 20% of final grade
3rd exam (4/21)	60 points, 20% of final grade
Workbook exercises/lab assignments:	60 points, 20% of final grade
Lab attendance and participation:	45 points, 15% of final grade
Lecture attendance, participation:	15 points, 5% of final grade
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 **C** is required to fulfill certain graduation requirements, C- 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 grade "assigned" to you by the Canvas e-learning system; it does not determine your grade.)

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

## COPYRIGHT INFORMATION

The contents of the syllabus, all lectures, any lecture outlines, handouts, and the workbook for this course are *copyright-protected*. Lectures and slides **may not be video-recorded, audio-recorded, or photographed** without the instructor's permission. Neither lecture notes nor the workbook may be reproduced, sold, or distributed in any profit-making enterprise. This would constitute a punishable breach of copyright protections, and students who do so will be subject to sanctions; see the University code of ethics.

## STRATEGIES FOR SUCCESS

Attend class—be on time and be prepared. Keep up with all the readings each week. Redo any workbook exercises you did poorly. Take the practice quizzes. Ask questions in lecture and in lab section if you have any difficulty understanding the material. Contact us by email. Meet with us in person. The problem-solving components of this course may be unfamiliar. You are asked to think, be imaginative, look for patterns, apply concepts, and make interpretive judgments—not just memorize material. The readings are written for professionals and will be challenging. The workbook exercises are designed to prepare you directly for your exams, so do not fall behind in your readings, exercises, and highlights.

## ACCEPTANCE OF COURSE REQUIREMENTS

By remaining registered in this class, you agree to accept the course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents; see the last page.

## Schedule of Topics and Assignments

\* = Thursday lab [finish all reading assignments and homework exercises *before* lab class meets]

**R** = other reading assignment or web assignment

**T** = textbook

**Unit** = Workbook chapter

**Exercise** = Workbook problem

**due** = collected at *start* of class (or assignment due on Canvas)

NOTE: Readings and assignments are very *tentative and subject to change*. Check announcements on E-Learning for up-to-date assignments.

DATE	TOPIC	ASSIGNMENTS
<b>Week 1</b> 1/6	<i>Part I. Characterizing Archaeology</i> Archaeology's Social Relevance	T: pp. 13-25
1/8	Archaeology's Past is in the Present	R: Reinhard (2014) "The Video Game Graveyard" R: Olivier (2013) "The Business of Archaeology is the Present"
<b>*1/8</b> Lab 1	Archaeological Materials and Ethics	<b>Exercise 1:</b> What's In My Box? in class R: "SAA Principles of Archaeological Ethics" R: "About the Register of Professional Archaeologists"
<b>Week 2</b> 1/13	Material Culture and Multiple Archaeologies	R: Sabloff (2005) "Processual Archaeology" pp. 212-219 R: Hodder (2005) "Post-Processual and Interpretive Archaeology" pp. 207-212 (combined in one pdf)
1/15	<i>Part II. Archaeological Investigations</i> Units of the "Archaeological Record"	R: Harrison and Schofield (2010) "Artefacts" (1 page) R: Thomas (2012) "Archaeology, Anthropology, and Material Things" T: pp. 37-40
<b>*1/15</b> Lab 2	Becoming an Archaeologist	Unit 1; <b>Exercise #2 due</b> at start of class (Metric system) R: "Student Affairs: Getting your First Job ..." R: "Applying to Graduate School in Archaeology" Web: investigate the UF grad program: go online to <a href="http://anthro.ufl.edu/grad-students/prospective-students/applying-to-the-graduate-program/">http://anthro.ufl.edu/grad-students/prospective-students/applying-to-the-graduate-program/</a> Also click on the Archaeology link on that page
<b>Week 3</b> 1/20	Producing Archaeological Knowledge - Research Design; Sampling (Crystal River case study)	R: Weisman (1995) <i>Crystal River : A Ceremonial Mound Center on the Florida Gulf Coast</i> , pp. 1-18. R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future" pp. 5-7 only T: pp. 61-62 + 67(sampling strategies)
1/22	Producing Archaeological Knowledge - Fieldwork 1: Reconnaissance, Survey	T: pp. 62-78; Unit II of Workbook R: Pluckhahn et al. (2010) "Toward a New View of History and Process at Crystal River (8CI1), 164-173 only
<b>*1/22</b> Lab 3	Making and Reading Maps	<b>Exercises #3, 4 due</b> at start of class; Unit III Exercises 5, 6 <b>in class</b> (there is an extra credit exercise)

<b>Week 4</b> 1/27	Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly	T: pp. 86-99 R: Pluckhahn & Thompson (2009)(above), pp. 12-14 only
1/29	Producing Archaeological Knowledge - Beginning the “Archive”	T: pp. 40-41 (context) Unit IV
<b>*1/29</b> Lab 4	Archaeological Drawings: Re- assembling the Site	possible outdoor activity: lay out a test pit; <b>Exercises #7, 8 due</b> ; Read instructions for Exercise #9 <i>prior</i> to class; #9 due at end of class; <b>bring graph paper, metric ruler</b>
<b>Week 5</b> 2/3	<b>EXAM I</b>	
2/5	<i>Part III. Interpreting Archaeological Evidence - Sites in Process: Assemblages and Taphonomy (Silver Glen site case study)</i>	T: pp. 41-59 R: Joyce and Pollard (2010) “Archaeological Assemblages and Practices of Deposition”
<b>*2/5</b> Lab 5	Deposit Theory: Stratification and the Harris Matrix	Unit V; <b>Exercise #10</b> start at home; finish in class in class taphonomy identification
<b>Week 6</b> 2/10	Ontology of the “Archaeological Record”	R: Gilmore (2015) Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida
2/12	Organizing Typological Assemblages: Classification	T: pp. 100-102 Unit VI Classification
<b>*2/12</b> Lab 6	Classification: Taxonomy as Assemblage or Abstraction	Read ahead for inclass <b>Exercises #11, #12</b> in class; <b>bring scissors</b> if you have them
<b>Week 7</b> 2/17	<i>Part IV. The Archaeological Objective Reconstructing Culture? or Revealing History?</i>	R: (Anonymous) “North Florida, 2500 B.P.-A.D. 1700”, pp. 1-7; focus on “Research Questions,” pp. 5-6 R: Gil, Barrett et al. (2000) “Interpretation not Record”
2/19	Interpretive Modeling: Analogy and Actualistic Studies	R: Hodder (1982) “The Use of Analogy” pp. 11-20 only R: “Moving the Moai”
<b>*2/19</b> Lab 7	Analogy: Its Uses and Limits Experimental Archaeology	R: “How do Archaeologists Figure out the Function of an Ancient Tool?” R: “Analogy New World” –print and bring to lab if your birthday is on an even-numbered day R: “Analogy Old World” –print and bring to lab if your birthday is on an odd-numbered day
<b>Week 8</b> 2/24	<i>Part V. Time: Temporality and Duration Concepts of Time</i>	R: Bailey (2005) “Concepts of Time” pp. 268-273 R: Lucas (2005) “The Archaeology of Time,” pp. 1-15 (an e-book: CC75.5 .L83 2005)
2/26	Philosophies of Time: Duration and Succession	R: Lucas (2005) “The Archaeology of Time,” pp. 19-27 (e-book: CC75.5 .L83 2005)
<b>*2/26</b> Lab 8	Seriation as A-Series Time	Unit VII; inclass <b>Exercises 13 and 14</b> (Extra Credit exercise available)
3/2-3/6	<i>spring break</i>	

<b>Week 9</b> 3/10	Following Traces of Things in Time (Swift Creek pottery case study)	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”
3/12	Principles of Archaeological Dating (early Southeast pottery case study)	R: Gilmore (2014) “Radiocarbon Dating of Spanish Moss from Orange and Stallings Fiber-Tempered Pottery: Method and Chronological Implications” R: Ingold (2012) “No More Ancient; No More Human: The Future Past of Archaeology and Anthropology,” pp. 77-81 only T: 120-126 Radiocarbon dating (recommended)
<b>*3/12</b> Lab 9	“Dating” Things in Motion	Unit VIII Dendrochronology; in class <b>Exercise 15</b> R: Neely (2014) “Mystery of World Trade Center Ship Solved”
<b>Week 10</b> 3/17	<b>EXAM II</b>	
3/19	<i>Part VI. Technology: Making (And Unmaking) Things and People - Transforming Things in Motion: chaîne opératoire and “life history”</i>	R: Bleed (2001) “Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities” (skip pp. 102-105 on Japan)
<b>*3/19</b> Lab 10	Analyzing Technology: Lithics and Ceramics	Units IX, X <b>Exercise #16</b> in class
<b>Week 11</b> 3/24	Making: Assembling Body, Mind, Tools, Materials, Persons (case study: “Stallings Culture” technology)	R: Dobres (1999) “Technology’s Links and <i>Chaînes</i> : The Processual Unfolding of Technique and Technician” pp. 124-130, 138-139 only R: Sassaman (1998) “Crafting Cultural Identity in Hunter-Gatherer Economies”
3/26	Bodies in Motion (Weeden Island case study)	Reading: Milanich et al. (1997) “Charnel Knowledge” McKeithen Mounds” pp. 91-119 (ebook E99 .W48M37 1997)
<b>*3/26</b> Lab 11	The <i>chaîne opératoire</i> of bodies	<b>Exercise #17</b> in class
<b>Week 12</b> 3/31	Things, Entanglement, and Historical Change	R: Hodder (2011) “Human-Thing Entanglement: Towards an Integrated Archaeological Perspective,” pp. 154-164
4/2	Landscapes of Motion/Landscapes in Motion	Wallis (2013) “Swift Creek and Weeden Island Mortuary Landscapes of Interaction” Bring something from home that you picked up on a trip elsewhere and be prepared to briefly talk about it
<b>*4/2</b> Lab 12	Landscapes of Change (St. Johns sites case study)	<b>Exercise #18</b> in class (start at home)

<b>Week 13</b> 4/7	<i>Part VII. Theory in Practice in Archaeology Today</i> Indigenous Archaeologies, Conflicting Stakeholders, and Multiple “Pasts”	R: Gosden (2005) “Indigenous Archaeologies,” pp. 146-151 R: Harrington (1993) “Bones and Bureaucrats” (African Burial Ground) <i>OR</i> Harrington updated to 2006; and see <a href="http://www.nypap.org/content/african-burial-ground">http://www.nypap.org/content/african-burial-ground</a> R: Neely (2014) “Ancient Site’s Cultural Resources Secretly Buried” Recommended R: Zimmerman (2006) “Consulting Stakeholders” pp. 39-55
4/9	The New Cultural Heritage	R: Holtorf and Fairclough (2013) “The New Heritage and Re-Shapings of the Past”
<b>*4/9</b> Lab 13	The Past in the Present: Who Decides? (Miami Circle case study)	R: Bawaya (2014) “An Echo of the Miami Circle” <b>Ex. #19:</b> in class Debate: Preservation or Development in Downtown Miami [bring laptops for online research]
<b>Week 14</b> 4/14	The Contemporary Past	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”
4/16	Archaeology: Past, Present, Future	R: TBA
<b>*4/16</b> Lab 14	Doing Archaeology	<b>Ex. #20</b> in class: Florida’s dynamic coastline [bring laptops for online research]
<b>Week 15</b> 4/21	<b>Exam III</b>	

The following information is provided in conformance with University Policy:

#### **Policy related to class attendance, 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 that can be found in the online catalog at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

#### **Accommodations 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 Professor when requesting accommodation. Upon receipt of documentation, the Professor will grant the accommodation. Students with disabilities should follow these procedures as early as possible in the semester.

#### **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>

#### **Religious Observances**

Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observances) should contact the Professor and request this modification; it will then be granted.

#### **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 (<http://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. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.

### **Counseling and Emergency Services**

- 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](mailto: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](mailto: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.