

# ANG 5595 – Proseminar in Anthropology IA: Archaeology

Fall 2023

Monday 1:55 – 4:55 PM (Periods 7-9)

Matherly Hall 0013

Instructor: Katherine Grillo

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Office Hours: Fridays 10-12pm and by appointment (email to schedule in advance)

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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 five class meetings after our first meeting, students will lead class discussion on readings assigned to you by your instructor. Everyone will lead discussion of one paper during the semester, and everyone will serve as a “designated critic” for one paper. We’ll talk more about that role in class. Everyone is responsible for reading all assigned readings. 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.

*Discussion board posts:* Everyone will be responsible for four discussion board posts throughout the semester, two original posts and two replies to your classmates' original posts. Each original post will include one paragraph's worth of critical analysis regarding some aspect of an assigned reading. Replies must be one paragraph each as well. The catch: your discussion posts must be for readings on days on which you are not serving as either a discussion leader or designated critic. Original posts are due at 5pm on Friday before class, and replies are due at 5pm on Sunday before class.

*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](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, October 16th. 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 IB section. You can earn up to 100 points for Proseminar IA, broken down by responsibilities as follows:

- Participation = 35 points
- Discussion board posts = 20 points
- Discussion leadership = 10 points
- Abstract = 5 points
- Short paper = 30 points

Note: participation presupposes attendance, and you will lose 10 points for an unauthorized absence, and will lose 2 points for being late to class on any given day by more than five minutes. For now, I am requiring that everyone show up in person unless you are sick. 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. 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 28<sup>th</sup> Introductions, and a Crash Course in Archaeological History, Methods, and Ethics**

##### *Readings:*

- *Archaeology* (Seventh Edition), Kelly and Thomas. Chapters 1 and 2.
- Kelly, Robert L. 2019. How archaeologists think. Ch. 2, *The Fifth Beginning*. UC Press.
- SAA Principles of Archaeological Ethics <https://www.saa.org/career-practice/ethics-in-professional-archaeology>

#### **September 4<sup>th</sup> – Labor Day, no class**

#### **September 11th Archaeology as History, and a Crash Course in World Prehistory**

##### *Readings:*

- 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 18<sup>th</sup> Archaeology as Science

*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 25<sup>th</sup> Case Studies: Anthropogenic Landscapes and Climate Change

*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 2<sup>nd</sup> Case Studies: Atlantic Slavery and Legacies of Racism

*Due: Final short paper draft if you want feedback*

*Readings:*

- Agbe-Davies, Anna. 2022. African American Archaeology, for now. *Annual Review of Anthropology* 51:345-363.
- Blakey, Michael L. 2020. Archaeology under the Blinding Light of Race. *Current Anthropology* 61:S22, S183-S197
- Lima, Tania Andrade. 2020. Valongo: An Uncomfortable Legacy. *Current Anthropology* 61:S22, S317-S327.
- Ibarrola, Mary Elizabeth. 2022. Negotiating Freedom in Florida: A Study of Ethnogenesis and Resistance at Three Nineteenth-Century Florida Sites. *International Journal of Historical Archaeology* 26: 647–714.
- 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 9<sup>th</sup> Indigenous, Post-Colonial, and Community Archaeologies

*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.

## **October 16th**

*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 present a Lightning Talk, 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.bluera.com/ufl/](https://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#).

#### ***Student Concerns***

If students have concerns about classroom issues, disagreements or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record, in classes without TAs, this may be the departmental course coordinator [if applicable] or the department chair. Their contact information can be found on the syllabus or on the program's website at [anthro.ufl.edu](https://anthro.ufl.edu). That email should include a clear description of the student's concern, and any supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds <https://www.ombuds.ufl.edu>.

#### ***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.

### ***Additional Remarks***

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today’s complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another’s ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation’s sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

## ***Campus Resources:***

### **Health and Wellness**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **Academic Resources**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* <https://guides.uflib.ufl.edu/anthropology>

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).