

Ethnoarchaeology and Experimental Archaeology (ANT4930/ANG6930)

University of Florida

Syllabus Spring 2023

Tuesdays 8:30–11:30am

Normal Hall 3035

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Office Hours: Tuesdays 1-3pm or by appointment

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 Exercise: 20%

Students will complete a take-home written exercise (divided into two parts, due on two different days) asking them to evaluate recent, published ethnoarchaeological papers using vocabulary and concepts learned in the theory portion of the course. Undergraduate students will be required to evaluate two articles; graduate students will be required to evaluate four articles. Additional instructions will be provided in class.

Research Proposal: 50%

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
30% final paper

Discussion Leadership: 10%

Students will be required to lead discussion for reading assignments (undergraduates will present two times, graduate students four times). Additional instructions will be provided in class.

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/>

Cell Phone and Laptop Policy

All cell phones should be turned off during class, and laptops are only permitted for note-taking. Any other use of these technologies during class time (texting, emailing, social media-ing, etc.) is distracting and unprofessional. Please don't do this; I retain the right to penalize repeat offenders.

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/. [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.

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 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>.

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	
January 9	<p>Course overview</p> <p>Video: The Potters of Buur Heybe</p>
Week 2: Ethnoarchaeology: History and Theory	
January 16	<ul style="list-style-type: none"> - D&K Chapter 1: Ethnoarchaeology: its nature, origins, and history - Cunningham and MacEachern (2016) – Ethnoarchaeology as slow science - Chirikure (2016) ‘Ethno’ plus ‘archaeology’: what’s in there for Africa(ns)? - González-Ruibal (2007) The past is tomorrow: towards an archaeology of the vanishing present
Week 3: Ethnoarchaeology: History and Theory, continued	
January 23	<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 - Stahl (1993) Concepts of time and approaches to analogical reasoning in historical perspective
Week 4: Hunter-Gatherers & HBE	
January 30	<p>Theory Exercise, Part I due</p> <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 5: Case Study: Samburu, Kenya	
February 6	<ul style="list-style-type: none"> - Hodder (1984) <i>Symbols in Action</i>: Chapters 1, 6, 9, 10 - 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 6: Case Study: Lithics in Ethiopia	
February 13	<ul style="list-style-type: none"> - Weedman Arthur (2018) <i>The Lives of Stone Tools</i> <p>Video in class: Woman the Toolmaker</p>
Week 7: Fieldwork and Ethics	
February 20	Theory Exercise, Part II Due

	- D&K, Chapter 3, "Fieldwork and Ethics"
Week 8: Experimental Archaeology	
February 27	- Outram 2008. What is experimental archaeology? <i>World Archaeology</i> 40(1)1-6. Video in class: Ancient iron: Experimental Archaeology in Sudan
Week 9: Research Design	
March 5	Ferguson, J. (ed) (2010) <i>Designing Experimental Research in Archaeology</i> Workshop for research proposals, part I
Week 10: Spring Break	
March 12	<i>No class</i>
Week 11: Lithics & Experimental Design	
March 19	- Eren et al (2016) Test, Model, and Method Validation: The Role of Experimental Stone Artifact Replication in Hypothesis-driven Archaeology - Holen et al. (2017) A 130,000-year-old archaeological site in southern California, USA - Magnani et al. (2019) Evaluating claims for an early peopling of the Americas: experimental design and the Cerutti Mastodon site - Eren et al. (2019) Experimental replication shows knives manufactured from frozen human feces do not work
Week 12: Experimental Archaeobotany	
March 26	Drafts of Research Proposal Due - Mueller et al. (2017) Growing the lost crops of eastern North America's original agricultural system - Mueller et al. (2019) Experimental Cultivation of Eastern North America's Lost Crops: Insights into Agricultural Practice and Yield Potential
Week 13: Proposal workshop	
April 2	Peer Reviews Due Workshop for research proposals, part II
Week 14: The Archaeology of the Contemporary World	
April 9	- Harrison (2011) Surface assemblages: Towards an archaeology in and of the present - Rathje (1984) The Garbage Decade - Dezharkhooy & Yazdi (2010) The archaeology of last night ... what happened in Bam (Iran) 25-26 December 2003 - Gokee et al. (2020) Scales of suffering in the US-Mexico borderlands
Week 15: Topic TBD	

April 16	Topic TBD: Student Choice
Week 16: Student presentations	
April 23	Student presentations
Week 17: The future?	
April 30	Research Proposals Due by 5pm <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