

ANG 5595 – Proseminar in Anthropology IB: Archaeology

Class 18685

Section 224G

Fall 2025

Monday 1:55 – 4:55 PM (Periods 7-9)

Matherly 0002

Instructor: Gabriel Prieto

Office: Turlington B350

Office Hours: Mondays 9:15- 11:15 am / Thursdays 11:00 am – 12:00 pm and by appointment (email to schedule in advance)

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Course Description

(credit to Ken Sassaman and Kate Grillo for syllabus text and inspiration)

Proseminar in Anthropology I is the first half of the year-long proseminar for incoming graduate students, and *IB* is the second 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 18 short hours over six 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 IB 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, Course Objectives 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 at least one paper during the semester; I may assign you to work in pairs or small groups. Everyone is responsible for reading all 1 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 a discussion leader. 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 October 27th (Kintigh et al. 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 December 1st. 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

Your final grade for Proseminar overall will be the average of your grade in my section and your grade in Dr. Mulligan's Proseminar IA section. You can earn up to 100 points for Proseminar IB, 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

October 13 - Bioanthropologists and archaeologists working together (with Gabriel Prieto)

- **Anthropology research that transcends subfield boundaries**
- **How do you expand your research into another subfield?**

Required reading

- 1) eLearning (*) and website readings:
 - *Charting a landmark-driven path forward for population genetics and ancient DNA research in Africa, Sawchuk et al., *Am J Hum Genet*, 2024
 - *The woman with the deer pendant, Gibbons, 2023, *Science*.
 - *Epigenetic signatures of intergenerational exposure to violence in three generations of Syrian refugees, Mulligan et al. 2025, *Scientific Reports*.
 - Stark, Miriam. Re-fitting the “Cracked and broken façade”: The case for empiricism in post-processual ethnoarchaeology. In *Archaeological Theory: who sets the agenda?* Eds. Norman Yoffee and Andrew Sherratt (2005), pp. 93-104.
 - Murray, Tim. Communication and the importance of disciplinary communities: who owns the past? In *Archaeological Theory: who sets the agenda?* Eds. Norman Yoffee and Andrew Sherratt (2005), pp. 105-116.

October 20th Introductions, and a Crash Course in Archaeological History, Methods, and Ethics

Readings:

- For true beginners: *Archaeology* (Seventh Edition), Kelly and Thomas. Chapters 1 and 2.
- SAA Principles of Archaeological Ethics <https://www.saa.org/career-practice/ethics-in-professional-archaeology>
- Shanks, M. and McGuire, R. 1996. The craft of archaeology. *American Antiquity*, 61(1): 75-88.
- Tilley, Christopher. Archaeology as Socio-political Action in the Present. In *Reader in*

Archaeological Theory. Post-Processual and Cognitive Approaches, ed. David S. Whitley (2005). Pp. 305-330. Routledge.

- White Deer, Gary. Return of the Sacred: Spirituality and the Scientific Imperative. In Reader in Archaeological Theory. Post-Processual and Cognitive Approaches, ed. David S. Whitley (2005). Pp. 331-337. Routledge.
- Rivera Prince, Jordi Armani, Emily M. Blackwood, Madeleine Landrum, Emily B. P. Milton, Elizabeth L. Rodgers, Monica Barnes, Elizabeth Chin, Christa Craven, Kristina Douglass, María José Figuerero Torres, María A. Gutiérrez, Sarah Herr, Lisa Hodgetts, Kirk A. Maasch, Kylie E. Quave, Danilyn Rutherford, and Daniel H. Sandweiss. 2025. "Writing in community: Relationship building and accountability in knowledge production." *American Anthropologist* 127: 319–338. <https://doi.org/10.1111/aman.28070>

October 27th Archaeology as History, and Theoretical Viewpoints

Readings:

- Flannery, Kent V. and Joyce Marcus. Cognitive Archaeology. In Reader in Archaeological Theory. Post-Processual and Cognitive Approaches, ed. David S. Whitley (2005). Pp. 35-48. Routledge.
- Leone, Mark P. Symbolic, Structural and Critical Archaeology. In Reader in Archaeological Theory. Post-Processual and Cognitive Approaches, ed. David S. Whitley (2005). Pp. 49-68. Routledge.
- Shanks, Michael and Ian Hodder. Processual, Post processual and Interpretive Archaeologies. In Reader in Archaeological Theory. Post-Processual and Cognitive Approaches, ed. David S. Whitley (2005). Pp. 69-95. Routledge.
- 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/#>

November 3rd 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.
- 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.

November 10th Ecological relations and political economy in archaeological studies

Readings:

- Binford, Lewis R. Willow Smoke and Dogs' Tails: Hunter Gatherer Settlement Systems and Archaeological Site Formation. *American Antiquity*, vol. 45, no. 1, 1980, pp. 4–20. *JSTOR*, <https://doi.org/10.2307/279653>
- Hastorf, Christine and Sissel Johannessen. Understanding Changing People/Plant Relationships in the Prehispanic Andes (2008). In *Contemporary Archaeology in Theory*, eds. R.W. Preucel and I. Hodder. Oxford, Blackwell, 61-78.
- Renfrew, Collin. Peer Polity Interaction and Socio-political Change (2008). In *Contemporary Archaeology in Theory*, eds. R.W. Preucel and I. Hodder. Oxford, Blackwell, 114-142.
- Earle, Timothy. Specialization and the Production of Wealth: Hawaiian Chiefdoms and the Inka Empire (2008). In *Contemporary Archaeology in Theory*, eds. R.W. Preucel and I. Hodder. Oxford, Blackwell, 165-188.
- Orser, Charles E., Jr. Beneath the Material Surface of Things: Commodities, Artifacts, and Slave Plantations (2008). In *Contemporary Archaeology in Theory*, eds. R.W. Preucel and I. Hodder. Oxford, Blackwell, 189-201.

November 17th 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.

November 17th Case Studies: Bioarchaeology, Archaeology and Zooarchaeology Combined: The Huanchaco Case

Readings:

- Cagnato, Clarissa, Nicolas Goepfert, Michelle Elliott, Gabriel Prieto, John Verano, and Elise Dufour. 2021 Eat and Die: The Last Meal of Sacrificed Chimú Camelids at Huanchaquito-Las Llamas, Peru, as Revealed by Starch Grain Analysis. *Latin American Antiquity* 32(3):595-611.
- Dufour, Elise, Nicolas Goepfert, Manon Le Neün, Gabriel Prieto, and John W. Verano. 2020 Life History and Origin of the Camelids Provisioning a Mass Killing Sacrifice During the Chimú Period: Insight from Stable Isotopes. *Environmental Archaeology* 25(3):310-324.
- Goepfert, Nicolas, Elise Dufour, Gabriel Prieto, and John Verano. 2020 Herds for the Gods? Selection Criteria and Herd Management at the Mass Sacrifice Site of Huanchaquito-Las Llamas During the Chimú Period, Northern Coast of Peru. *Environmental Archaeology* 25(3):296-309.
- Goepfert, Nicolas, and Gabriel Prieto. 2016 Offering Llamas to the Sea. The economic and ideological importance of camelids in the Chimú society, North Coast of Peru. In *The Archaeology of Andean Pastoralism*, edited by José M. Capriles, and Nicholas Tripcevich, pp. 197-210. University of New Mexico Press, Albuquerque, New Mexico.
- Le Bailly, Matthieu, Nicolas Goepfert, Gabriel Prieto, John Verano, and Benjamin Dufour. 2020 Camelid Gastrointestinal Parasites from the Archaeological Site of Huanchaquito (Peru): First Results. *Environmental Archaeology* 25(3):325-332.
- Prieto, Gabriel, and John Verano. 2023 From Brave Warriors to Innocent Children: Understanding the Foundations of Ritual Violence in the Moche Valley, North Coast of Peru, A.D. 200 - 1450. In *Human Sacrifice and Value Revisiting the Limits of Sacred Violence from an Anthropological and Archaeological Perspective*, edited by Sean O'Neill Matthew J. Walsh, Marianne Moen and Svein H. Gullbekk, pp. 219-257. Routledge, New York.

- Prieto, Gabriel, John W. Verano, Nicolas Goepfert, Douglas Kennett, Jeffrey Quilter, Steven LeBlanc, Lars Fehren-Schmitz, Jannine Forst, Mellisa Lund, Brittany Dement, Elise Dufour, Olivier Tombret, Melina Calmon, Davette Gadison, and Khristyne Tschinkel. 2019 A mass sacrifice of children and camelids at the Huanchaquito-Las Llamas site, Moche Valley, Peru. *PLOS ONE* 14(3):e0211691.
- Prieto, Gabriel, John Verano, Ann Pollard Rowe, Feren Castillo, Luis Flores, Julio Asencio, Alan Chachapoyas, Victor Campaña, Richard Sutter, Aleksalia Isla, Khristyne Tschinkel, Rachel Witt, Andres Shiguekawa, Jordi A. Rivera Prince, Celeste Marie Gagnon, Carlos Avila-Mata, Fuyuki Tokanai, Claver W. Aldama-Reyna, and José M. Capriles. 2024 Pampa La Cruz: A New Mass Sacrificial Burial Ground during the Chimú Occupation in Huanchaco, North Coast of Peru. *Ñawpa Pacha* 44(1):69-154.

November 24th No Class, Thanksgiving Holiday

December 1st 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.

Due: Short paper

Course Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this link. (The direct link is <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.)

Religious observances

Feel free to ask if you are seeking modification of due dates for class participation, assignments, and exams for religious reasons. Please contact the instructor well in advance to request this modification, which will then be granted.

Procedure for conflict resolution

Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>Links to an external site.; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>Links to an external site.; 352-392-1261).

Attendance Policy. Class Expectations. and Make-Up Policy

Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g. judging trips, field trips, professional conferences), military obligations, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g. jury duty or subpoena) must be excused. Other reasons also may be approved.

To learn more, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Accommodations for students with disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (see link below). It is important for students to share their accommodation letter with me and discuss their access needs, as early as possible in the semester

Please, visit: <https://disability.ufl.edu/get-started/>

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . 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 <https://ufl.bluer.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism and AI Use

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to ChatGPT/AI detection. If there is any evidence of violation of the Student Honor Code, the student will receive a grade of zero for the assignment and be reported to Student Conduct and Conflict Resolution Office. All assignments should have the following statement: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

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 guest 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 someone you know is in distress, please contact 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). 15

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.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services. Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://librarywest.uflib.ufl.edu/contact-us-2/>

Writing Studio: 2215 Turlington Hall, 352-846-1138.

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.

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.