Fall 2018
ANG 6930 - Proseminar in Biological and Archaeological Anthropology
Department of Anthropology, University of Florida

Time: Monday – 9:35 am to 12:35 pm (Periods 3 - 5)

Place: Turlington Hall – Room 1208H

Instructors:
Dr. John Krigbaum, Associate Professor
Office: 1350A Turlington Hall
Hours: Thursdays 10:30am - 12:30pm; and by appointment
E-mail: krigbaum@ufl.edu (* best contact method *)
tel: (352) 294-7540

Dr. James M. Davidson, Associate Professor
Office: B134 Turlington Hall Basement
Hours: Mondays: 3:00-5:00pm; and by appointment
E-mail: davidson@ufl.edu (* best contact method *)
tel: (352) 294-7592

Website: All aspects of this course are administered via Canvas at elearning. (login: https://elearning.ufl.edu/) . Students are responsible for all announcements made in class and/or posted on the course website each week.

Objectives, Expectations, and Grading

Anthropology is a holistic discipline. As such, anthropologists attempt to view humans, their activities, and their cultural and biological history in as broad a context as possible. Proseminar II is designed to introduce first-year Anthropology graduate students to the fields of Biological Anthropology and Archaeological Anthropology. Lectures will provide background information and thematic context for key issues in these fields. John Krigbaum will lead the first module in Biological Anthropology and James Davidson will lead the second module in Anthropological Archaeology. Readings from the primary literature, class discussion, and writing assignments will focus on the big questions and contemporary issues in these two subfields. Such topics tackled should resonate across subfields and student interests and are intended to provide students of varied experience in anthropology to critically assess the state of the field. “Hands on” review of the physical remains and material culture may also be presented in class over the course of the semester. ** TURN OFF CELL PHONES IN CLASS **

Required Textbook for Biological Anthropology Section:

Online Resources (via Canvas). There are many, these are a few:


**Required Textbook for Archaeology Section:**


**Grading & Student Evaluation (Biological Anthropology & Archaeology sections)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Take Home Exam (N=2)</td>
<td>(25%)</td>
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<tr>
<td>Critical Essays (N=8)</td>
<td>(40%; 10% each)</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>(15%)</td>
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<tr>
<td>Team Discussion</td>
<td>(20%)</td>
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**University Honesty Policy**

All students are expected to honor their commitment to the university’s revised Honor Code (available online at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/).

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 or the TAs in this class.

**Accommodation**

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

Ideally, student accommodation should be communicated to the Instructor by the second week of class (i.e., by August 28, 2017). The Disability Resource Center is located in Reid Hall, Room 001. For more information, please refer to the following link: http://www.dso.ufl.edu/drc/.
Counseling and Wellness Center
Students experiencing personal problems that are interfering with their academic performance are encouraged to contact the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, tel. (352) 392-1575; the Crisis and Emergency Resource Center, 4th floor of Peabody Hall, tel. (352) 392-1576; and the University Police Department: tel. (352) 392-1111 or dial 911 for emergencies.

Online Course Evaluation
Students are expected 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 notified of specific times when evaluations become available. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Both instructors will meet and pool grades from both sections of the course, and will adopt the following grade breakdown:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93</td>
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<td>92.9-90</td>
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<td>89.9-87</td>
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<td>86.9-83</td>
<td>B+</td>
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Take Home Exams
For both the Biological Anthropology and the Archaeology section there will be a take-home written exam, which constitutes 25% of your grade for that section of the course. Finals are due by December 10th at 4:30pm and should be submitted hardcopy to the main office (1112 Turlington Hall) and online in Canvas.

Written Assignments
Writing assignments or critical essays will be assigned and due at the beginning of class the following week. Both hardcopy and digital version uploaded to Canvas are required at the start of class. These written assignments are intended to precede discussion of that week’s readings. This will ensure reading of required materials, and provide a baseline for each student to actively engage in discussion. Written work should be double-spaced,
12-point font, 2-3 pages in length (1200 words maximum) and will be focused on a particular point, idea, and/or theme presented. Late papers will be docked five points and only accepted no later than the next class meeting.

**Attendance & Participation**
Attendance and class participation is mandatory.

**Team Discussion**
Each week, teams of two or three students will lead class discussion. Each group will be expected to meet outside of class to organize readings and to prepare a list of questions/points of discussion. As this constitutes a substantial portion of the grade, each team member will be expected to participate and have an active voice. ALL students are expected to have read the materials prior to in class discussion.

**Course Outline**

**Week 1** (August 27) Introduction to Biological Anthropology (JK)

**Week 2** (September 3) No Class, Labor Day

**Week 3** (September 10) Science and Evolution (JK)

(Week 3 Essay Due in class + Canvas)

**Week 4** (September 17) The Primates (JK)

(Week 4 Essay Due in class + Canvas)

**Week 5** (September 24) Paradigms and Schools of Archaeology (JD)

**Week 6** (October 1) Material Culture (JD)

(Week 6 Essay Due in class + Canvas)

**Week 7** (October 8) Time (JD)

(Week 7 Essay Due in class + Canvas)

**Week 8** (October 15) The Hominids (JK)

**Week 9** (October 22) The Hominins (JK)

(Week 9 Essay Due in class + Canvas)

**Week 10** (October 29) Modern Human Variation and Adaptation (JK)

(Week 10 Essay Due in class + Canvas)

**Week 11** (November 5) Space and Place (natural/cultural landscapes, ecology, adaptation)(JD)

(Week 11 Essay Due in class + Canvas)

**Week 12** (November 12) No Class, Veteran’s Day

**Week 13** (November 19) Subsistence (diet, economies) (JD)

(Week 13 Critical Essay Due in class + Canvas)

**Week 14** (November 26) Cosmology, Spirituality and Religion (JD)

**Week 15** (December 3) Politics and Ethical Concerns in Biological and Archaeological Anthropology (JK + JD)

**Week 16** (December 10)
FYI – Final Exams (N=2) Hardcopy due by 4:30pm in 1112 Turlington Hall + Canvas.
READINGS BY WEEK

For the Biological Anthropology Section, this list is not complete, and required articles/links will be added to this list on Canvas. Active pdf links are available on Canvas.

**For Week 3** (September 10):
Chs. 1-3 Marks


**For Week 4** (September 17):
Chs. 4-7 Marks


Week 5 (September 24)
Paradigms and Schools of Archaeology (JD)

There is no essay/paper this week, so take some care reading these case studies

Text Excerpts:
Read Introduction, Chapters 1 and 2 (pp. 1-66) of O’Brien et al. 2005 (*Archaeology as a Process*)

Hawkes, Christopher

Flannery, Kent V.

Processual (New Archaeology):

Binford, Lewis R.

Binford, Lewis R.

Reid, J. Jefferson, William L. Rathje, and Michael B. Schiffer

Raab, Mark L. and Albert C. Goodyear

Postprocesual/Postmodern/Marxist:

Leone, Mark P, Parker B. Potter, and Paul A. Shackel
Hodder, Ian

Hegmon, Michelle

Moss, Madonna L.

McGuire, Randall H., LouAnn Wurst, and Marie O’Donovan

**Week 6** (October 1)
Material Culture (JD) (Week 6 Essay Due in class + Canvas)

**Writing assignment this week**
(2 pages, double-spaced. Proper citation of work required):

*Questions:*
How we structure or make sense of material culture is terribly important, but is the Type/Variety system the best means of imposing order on artifacts? Are types real? Within your response, consider the following:
How do Kreiger, Ford, Gifford, and the views expressed in the O’Brien, Lyman, and Schiffer text, agree or disagree in regards to their views on artifact typologies? Should “symbols” be considered in artifact typologies?

*Text Excerpts:*

Read Chapters 3 and 4 (pp. 67-120) of O’Brien et al. 2005 (*Archaeology as a Process*)

Typology/Issues of Classification:

Krieger, Alex D.

Ford, James A. and Julian H. Stewart

Gifford, James C.
Koerper, Henry C. and E. Gary Stickel  

Whittaker, John C., Douglas Caulkins, and Kathryn A. Kamp  

**Nature of Artifacts:**

Robb, John E.  

Gosden, Chris and Yvonne Marshall  

**Just what the Hell is that Thing? Case Study of a single artifact type --**

**Mushroom Stones**
Borhegyi, Stephen F.  

Borhegyi, Stephen F.  

Kohler, Ulrich  

**Cogged Stones**
Eberhart, Hal  

Apodaca, Paul  

**Week 7 (October 8)**  
Time (JD) (Week 7 Essay Due in class + Canvas)

**Writing assignment this week**  
(2 pages, double-spaced. Proper citation of work required):
Clearly Archaeology is all about time, but whose time? Were/Are the concepts of time (and implied chronologies) different among the culture historians, processualists, and post processualists? What distinctions can be drawn from diachronic versus synchronic views of time? How can we reconcile chronometric dating techniques with Richard Bradley’s view of ritual time, and is there a false sense of security in chronometric dating that may suggest a precision that actually could be illusory?

Text Excerpts:
Read Chapters 5 and 6 (pp. 121-177) of O’Brien et al. 2005 (Archaeology as a Process)

Relative and Chronometric Dating:
Ford, James A.

Rowe, John Howland

Haury, Emil W.

Merrill, Robert S.

Application of Chronology/ Historic Case Studies:

Nelson, N. C.

Krieger, Alex D.

Olsen, Alan P.

Concepts of Time:
Meltzer, David J.

Bradley, Richard
Foxhall, Lin  

Week 8 (October 15)  
The Hominids (JK)  

Week 9 (October 22)  
The Hominins (JK) (Week 9 Essay Due in class + Canvas)  

Week 10 (October 29)  
Modern Human Variation and Adaptation (JK) (Week 10 Essay Due in class + Canvas)  

Week 11 (November 5)  
Space and Place (natural and cultural landscapes, ecology, adaptation) (JD) (Week 11 Essay Due in class + Canvas)

Writing assignment this week  
(2 pages, double-spaced. Proper citation of work required):

This week we move from issues of artifacts and resulting typologies, which directly determine site and regional chronologies, to analyses that apply these chronologies -- of how and where people lived in the past.

How do the authors this week grapple with such issues as: determining how long sites were occupied (given the still course grained chronologies we employ); deal with issues of assessing site contemporaneity in regional settlement patterns; and employing ethnographic data and modeling to infer past behavior in regard to site features, population totals in rooms, sites, and regions? Are environmental factors of overarching importance in detecting and understanding settlement patterns, or is this too deterministic a view?

Text Excerpts:

Read Chapter 7 (pp. 178-218) of O’Brien et al. 2005 (*Archaeology as a Process*)

**Intrasite Studies:**

Binford, Lewis R.  
Munson, Patrick J.  

Hill, James N. and Richard H. Hevley  

Pauketat, Timothy R.  

Mobley-Tanaka, Jeannette L.  

Hodder, Ian and Craig Cessford  

**Settlement Pattern Studies/ Landscape Studies**

Fletcher, Roland  

Fleming, Andrew  

**Population studies:**

Naroll, Raoul  

Glassow, Michael A.  

Weissner, Polly  

**Week 12** (November 12) No Class, Veteran’s Day

**Week 13** (November 19)  
Subsistence (diet, economies) (JD) Week 13 Critical Essay Due in class + Canvas
Writing assignment this week
(2 pages, double-spaced. Proper citation of work required).

Subsistence is a key concept in archaeology, and directly influences settlement patterns and other issues of land use. What are the kinds of inferences that can be made regarding past subsistence strategies and diet, and can/shold different methodologies (e.g., pollen analysis, faunal remains) be combined? Is food always just food, or is it something more? How can subsistence data be used to extract information beyond simple nutrition (e.g., chronology, status, culture, and ethnicity)?

Text Excerpts:
Read Chapter 8 (pp. 219-252) of O’Brien et al. 2005 (Archaeology as a Process)

Overviews and Methodologies:
Daly, Patricia

Riley, Thomas J., Richard Edging, and Jack Rossen

Smith, Bruce D.

Problems, Critiques, Case Studies
Begler, Elsie B. and Richard W. Keatinge

Munson, Patrick J., Paul W. Parmalee, and Richard A. Yarnell

Roth, Barbara J.
Atalay, Sonya and Christine A. Hastorf
2006 Food, Meals, and Daily Activities: Food Habitus at Neolithic Çatalhöyük. 

**Week 14** (November 26)
Cosmology, Spirituality and Religion (JD)

**Text Excerpts:**
Read Chapter 9 (pp. 253-268) of O’Brien et al. 2005 (*Archaeology as a Process*)

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Culotta, Elizabeth

Curry, Andrew

Barrett, John C.
1990 The Monumentality of Death: The Character of Early Bronze Age Mortuary 

Brown, James A.

Fennell, Christopher C.
2003 Group Identity, Individual Creativity, and Symbolic Generation in a BaKongo 

Leone, Mark P., and Gladys-Marie Fry
1999 Conjuring in the Big House Kitchen: An Interpretation of African American 
Belief Systems Based on the Uses of Archaeology and Folklore Sources. *Journal of 
American Folklore* 112(445):372–403.

Gazin-Schwartz, Amy
2001 Archaeology and Folklore of Material Culture, Ritual, and Everyday Life. 

Howey, Meghan C. L. and John M. O'Shea
2006 Bear's Journey and the Study of Ritual in Archaeology. *American Antiquity* 

Mason, Ronald J.
2009 Bear's journey and the study of ritual in archaeology: some comments on Howey 
**Week 15** (December 3)
Politics and Ethical Concerns in Biological and Archaeological Anthropology (JK + JD)

**Ethics Codes:**
Anonymous

Anonymous

Anonymous

Lynott, Mark J.

**Descendant communities/NAGPRA**

Kakaliouras, Ann M.

Rose, Jerome C., Thomas J. Green, and Victoria D. Green

Owsley, Douglas W. and Richard L. Jantz

Watkins, Joe

Bruning, Susan B.

Morrell, Virginia
anonymous

McDavid, Carol

Gulliford, Andrew

Mithlo, Nancy Marie