

ANTHROPOLOGY (ANG) 6110 (Sect. 9723/#10441)
ARCHAEOLOGICAL THEORY

Class Meets: Wednesday periods 3-5 (9:30-12:30) in 1208H Tur	Fall 2019
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This course is required for students admitted to PhD candidacy in archaeology (all tracks).

PREREQUISITE: Anthropology students should have completed Proseminar in Archaeology unless they already have a Master's degree in Anthropology and have been admitted into the PhD program, or have received explicit permission from the instructor to take the course.

COURSE DESCRIPTION: This course focuses on theoretical and epistemological issues, past and present, regarding fundamental archaeological concerns: the nature and explanation of culture similarities and differences, social and cultural reproduction and transformation over time, and the central role of materiality in those processes. As an anthropological archaeology, the course is premised on the relationship of archaeology to anthropology and other sociohistorical sciences. Throughout the semester we examine the development and application to archaeology of the variety of theoretical approaches in social science and philosophy through the span of the 20th century into the 21st. We begin with "first principles": archaeology as an academic discipline, epistemology and explanation, the role of theory in archaeological interpretation, and the key concepts of culture and time. We next turn to theoretical approaches that seek to explain culture change. These include culture history, neo-evolutionary/functionalist/ecological/selectionist approaches, neo-marxist and materialist perspectives, and multivariate interaction theories such as world systems theory. The final topic is contemporary theories with close ties to anthropology and history engaged with questions of cultural reproduction as well as transformation. These include interpretive and neo-historical/contextual approaches, practice/agency, and phenomenology/materiality/relationist theories of experience, ontological flow, and subjectification.

COURSE DESIGN: The course is designed to further the professional development of archaeology graduate students. Students from other fields of anthropology, related disciplines such as classics and history, and anyone interested in social theory are also welcome. Every student is expected to have some background in archaeological methods and interpretation in order to understand culture historical, processual, postprocessual, post-postprocessual, post-humanist and other contemporary archaeologies. This is a challenging course on a fundamental topic. Every student who completes this course will understand the role and varieties of social science theories and basic issues of epistemology in archaeology as a guide to their research and practice.

COURSE OBJECTIVES AND STUDENT GOALS: Students will be made aware of the active presence of multiple archaeologies and their intellectual and epistemological relationships to the discipline of anthropology and other social and historical sciences, to prepare them for seminars in contemporary theory and their own theoretically informed research. Students will become familiar with various theoretical approaches in archaeology and their leading proponents. They will learn their historical trajectories, links to anthropology, relationships to one another within paradigms in sociohistorical sciences, advantages, and shortcomings. Students should be able to characterize and critique current and future archaeological interpretations in terms of ontological variety and epistemological validity. They will develop their own theoretical interests and build a bibliography of the theoretical foundations for thesis or dissertation research. They will strengthen analytical, critical, and evaluative skills by reading and discussing seminal works. They will improve reading and writing skills by preparing reading summaries each week and taking exams based on synthetic essay questions.

E-LEARNING (CANVAS): Go to elearning.ufl.edu. Log in with your Gator-link ID. Reading materials and readings guides are organized by weekly Modules. Check the course website regularly for announcements and any additional handouts or other materials.

REQUIRED READINGS: The two required textbooks available for purchase are the following:

1. Trigger, Bruce G. (2006) *A History of Archaeological Thought*, **2nd edition**. Cambridge. CC100 .T75 2006 {make sure you get the 2nd edition}
2. Gosden, Chris (1999) *Anthropology and Archaeology: A Changing Relationship*. Routledge. GN33 .G68 1999 also available as an E-book in the library

These two books have been placed on reserve in Library West. In addition, you may be interested in the following book: Moore, Jerry D., *Visions of Culture : An Introduction to Anthropological Theories and Theorists* (2nd edition 2004; the 1997 1st edition is an E-book). This “Cliff-notes”-like book is recommended for students who want to improve their knowledge of theory in anthropology.

Other readings are in pdf format on e-learning except for journal articles that can be downloaded directly from the library. These include seminal writings on theory, subsequent syntheses by later authors, and fewer case studies. Reading more about theory in the abstract and less about its application introduces an artificial boundary between theory and practice, and this should always be kept in mind. A list of reading assignments is posted each week, along with a readings guide and a discussion guide to help you gain the important points from the readings and prepare for discussion.

FORMAT: As a graduate **seminar**, this course depends on your comprehension and discussion of the readings. In other words, this is NOT a lecture course! You are required to carefully read the assigned materials and to reflect on, discuss, disagree with, and comprehend the major theoretical arguments in archaeology. The instructor’s responsibilities are to choose the readings (suggestions are welcome), facilitate class discussions to ensure comprehensive coverage, and evaluate student performance.

PERSONAL DEVICES: Because most of the readings are available as pdfs, laptops, tablets, or similar reading devices may be used in the classroom as long as they are used *only* for the purpose of consulting the already-completed reading assignments and are not disruptive to the discussion. All other portable electronic devices must be *silenced and stowed away*. Phones in particular should be out of your sight. Other reading materials (newspapers) not relevant to the class should be stored out of sight as class begins.

CLASS PREPARATION: Every student must be prepared every class period to discuss the assigned readings. This means *taking notes on every reading* and reflecting on the material (e.g., compare/contrast viewpoints, raise questions about things you don’t understand). You are not prepared if you merely read the assignments right before class meets. You need to take time to digest the authors’ opinions and compare the different readings. For this reason, and because volunteerism has not worked, starting the second class meeting each student is required to **email me a brief summary of individual assigned readings by 3:00 pm Tuesday, the day before class**. There is a guide to writing summaries on e-learning. The reading list indicates which readings require summaries; textbook chapters are excluded. Single-space your summaries and include a *full bibliographic entry* for each one; you should fit two to a page in *12 point* font. Email them by attaching a single Word document with ***your last name and week # as the file name***. This assignment gives you time the evening before class to read your notes to prepare for discussion, and will alert me to any readings that posed difficulties. It will also get you in the habit of composing annotations, which are necessary to complete the bibliography assignment. Summaries (max 5 points each week) account for 15% of the final grade. Late summaries lose 20% of value and their grading may be delayed. Turn in partial summaries if you cannot complete them. Every student is allowed to *skip* one week’s summaries (but not the readings) with no penalty. Choose your week off wisely, and *email me to say you are taking advantage of this option*. Those who provide summaries every week receive extra credit. Week 1 and Week 12 summaries are optional for extra credit.

Notes and Summaries: In general, take note of the following as a method of critical reading:

What is the author's main point(s) or argument? What are the subarguments?

(clue: How is the article organized? What are the different subheadings?)

What are the key concepts? How are key words defined?

What are the author's assumptions, both explicit and implicit?

How does this author criticize (or less often, praise) other authors' works?

How does this author propose to overcome perceived shortcomings?

[Opinion: With what other readings/authors would you align this work?]

[Opinion: To what other readings/authors does this author seem to be opposed?]

The posted reading and discussion guides should also help you decide what is important in any reading. Because these are summaries of another person's work, your opinions or comments are not asked for. If you wish to include your own opinion statements, you must separate them out in brackets (as above).

Students who successfully summarize the readings for several weeks may be given the option to provide instead an analytical essay comparing all the readings for the week in lieu of individual summaries. Students who cannot successfully summarize the readings week after week will be asked to meet individually with the instructor to learn how to read effectively; this is a critical professional skill.

STUDY GROUPS: Students are encouraged to form small study groups to discuss issues from the readings prior to the class meeting. Being part of a study group is another excellent way to prepare for class discussion and to better comprehend the material, and it is an expected activity of serious graduate students. Study groups need not be the same groups as panels.

PANELS: Starting week 6 a panel of students will lead the discussions each week. This form of peer teaching is devised as part of your professionalization, to allow you to further engage critical skills in organizing and leading the discussion. Panels are assigned on a "first-come" basis. Each student will serve on at least 2 panels. The panel should meet before that class to decide the important questions to be discussed, and panel members are encouraged to consult with me ahead of time. Panels will disseminate their discussion questions by email to the rest of the class by **7:00 pm Tuesday** before the Wednesday class meeting. Panel members are also expected to turn in reading summaries.

ATTENDANCE: Because the course is designed around in-class discussions of the reading material, missing class will prove detrimental to your understanding of that material as well as to the other students' understandings, because your contribution will be lost. More than one absence and frequent tardiness will be noted and result in a drop in the final letter grade (e.g., from A to A-). Failure to be prepared for or to participate in discussion is not much different from being absent. Talking in general terms rather than focusing on the readings is also *not* considered full participation. Class participation is evaluated each week (max 3 points/week) and constitutes 10% of the final grade.

EXAMS: Three *take-home* exams will be administered, with a week to complete each one. They will be distributed the day of the last class meeting before the due date of the exam. You should prepare for them *beforehand* (i.e., don't wait till you see the exam to start studying), and you should schedule sufficient time to complete them. Exams are due no later than the end of the following class period (12:30 pm Wednesday); otherwise, the **class does not meet** on the days the exams are due. Instructions for formatting and answering the exams are posted on e-learning.

Late Exams will be accepted without penalty if you have a valid involuntary reason for failing to complete the exam on time AND if you (or someone on your behalf) has informed me before the exam is due that you have a valid excuse. These circumstances should be extraordinary. If accepted, late exams may be penalized 10%/day and their grading delayed. The three exams constitute 65% of the final grade.

ANNOTATED BIBLIOGRAPHY: A further requirement is for each student to explore the intellectual foundations relevant for the study of a topic of their choosing by preparing a bibliography of resources on theory for that topic. The bibliography must consist of entries on *one specific named high-level theory* in anthropology or social science for a well-focused topic; entries on method, techniques, culture area, or simple case studies are generally not accepted. The bibliography must have at least **25 entries**, of which no more than 5 are drawn from the assigned readings (those over 5 don't count towards the 25 total). Entries must be written in anthropological format: *American Anthropologist* or *American Antiquity* style. At least 10 entries *beyond* any assigned readings must be **annotated**, meaning you read that article or chapter well enough to write a summary of its contents. (You are expected to include summaries for any assigned readings on your list; they don't count towards the 10.) If you don't annotate an entry and its title is ambiguous, provide a sentence justifying its inclusion in the bibliography. This bibliography will prepare you for researching and writing a thesis or dissertation, and is a start towards building a theory bibliography for your qualifying exams. For this reason, **you must consult first with your advisor** to explore your interests and potential theoretical approaches. Afterwards, **you must consult with me** to get approval for your bibliography topic. Only bibliographies on approved topics will be accepted. The deadline for topic approval is Wednesday **October 9**; all topics will be announced in class on that date.

The hard-copy bibliography is due the last regular class meeting and constitutes 10% of the grade (30 points). If you also submit an electronic version, it will be posted for other students to access.

GRADES: All grades in this course are earned, not negotiated. Letter grades are assigned only at the end of the semester. The components of the final grade, all of which are mandatory, are the following:

Exam I	15%	(45 points out of 300)
Exam II	25%	(75 points)
Exam III	25%	(75 points)
Annotated Bibliography	10%	(30 points)
Class Participation	10%	(30 points)
Reading Summaries	15%	(45 points)

NOTES: You cannot earn a grade higher than a B+ if you do not participate effectively in class discussions. Any grade adjustments must be made *before* the university-scheduled date of the final.

Letter grades are based on a total of 300 points; see the grading scale below. For University policy see: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

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	.67	0.00

Scores and letter grades are not released by phone or by email. Final grades will be posted on Canvas.

HONESTY AND ETHICS: Although study groups and other forms of intellectual interaction outside of class are strongly encouraged, each student is expected to produce independent written work on exams, reading summaries, and bibliographies. In particular, **discussion/sharing of reading summaries and exam answers is not allowed.** Copying the published abstract of an article or text from the readings guide is *plagiarism*; each annotation should be in your own words as your own original work. The same rules of conduct and ethics apply to at-home assignments as to in-class exams. The minimal penalty for using someone else's reading summary is the loss of 15% of the entire course grade. The penalty for collaboration or copying on an exam is a failing course grade (E).

ACCEPTANCE OF COURSE REQUIREMENTS: By remaining registered in this class, you indicate your agreement 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. *Please fill out the grad information form on e-learning and return it to me by the second class meeting.*

SCHEDULE OF TOPICS

Week	Date	Topic/Activity
1	8/21	The Discipline of Archaeology: History, Science, Anthropology
2	8/28	Epistemology and Explanation (<i>first summaries due this week; grad info form due</i>)
3	9/4	Theory, Paradigm, and Methodology
4	9/11	Culture, Material Culture, and Archaeological Culture
	9/18	EXAM I due 12:00 pm; <i>no class meeting</i>
5	9/25	Time and Change
6	10/2	Culture Classification, Culture History, and Nationalist Archaeologies (panel 1)
7	10/9	Neo-Evolutionism: Neo-Functionalist/Adaptationist/Ecological/Selectionist Theories (panel 2) <i>Deadline for approval for a topic for the annotated bibliography</i>
8	10/16	Neo-Marxism: Historical and Cultural Materialist, and Structural Marxist Theories (panel 3)
	10/23	EXAM II due 12:00 pm; <i>no class meeting</i>
9	10/30	Macroregional Interaction: Interaction Sphere/World Systems Theory (panel 4)
10	11/6	Neo-Idealism: Neo-Historicist/Contextual/Hermeneutic/Annales Theories (panel 5)
11	11/13	Agency/Practice/Structuration Theories (panel 6)
12	11/20	Phenomenology/Materiality/Relationism; Bibliography Due [may be changed]
	11/27	Thanksgiving Holiday begins - no class
	12/4	EXAM III due 12:00 pm; <i>no class meeting</i>
	12/11	gradebook is closed

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 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 <https://www.dso.ufl.edu/drc/>

Students requesting classroom accommodation must first register with the Dean of Students Office, Disability Resource Center. The DRC will provide documentation to the student and instructor. Upon receipt of documentation, the *student must meet* with the instructor to clarify the accommodation, after which it will be granted. Students with disabilities should follow these procedures as early as possible in the semester.

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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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. 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 (see the full list at url above). All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office (DSO). Students who have not committed any prior violations according to the DSO will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>). If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. If you have any questions about what constitutes cheating or plagiarism, or concerns about completing an assignment on time, please consult with the instructor.

Counseling and Emergency Services

U Matter, We Care serves as UF’s umbrella program for UF’s caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance for students in distress.

- the University Counseling and Wellness Center, 301 Peabody Hall, 392-1575 <http://www.counseling.ufl.edu/cwc/>
- Student Health Care Center, 392-1171
- Career Connections 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 Disability Resource Center at 352-392-8565 or at 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. It is best to use the UF (Cisco) 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.