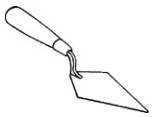
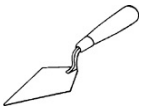


ANTHROPOLOGY (ANT) 4114



PRINCIPLES OF ARCHAEOLOGY

Prof. Susan D. Gillespie	Spring 2026
Office: B338 Turlington Hall, Phone: 352-294-7595	3 Credits/No Materials Fee
email: sgillesp@ufl.edu	**Prerequisite**: **ANT 2140 or ANT 3141**
Office Hours: TBA & by appt.	Lecture: T &R Per 7 (1:55-2:45 pm) Tur B357
Section # 18246 (3A81)	Lab Section: R Per 8 (3:00-3:50 pm) Tur B357

CATALOG DESCRIPTION

Basic principles of archaeological science. Field and laboratory techniques (site survey, mapping, excavation, artifact analysis, dating). Foundational methods to interpret archaeological data to understand cultural and natural processes in the past. Legal and ethical issues of heritage management and stewardship of the archaeological record.

COURSE OVERVIEW AND OBJECTIVES

Why do archaeologists do what they do? ANT 4114 explains the concepts and rationale–the foundational principles–of contemporary theory and practice in anthropological archaeology. This course is designed for advanced anthropology majors and minors as well as majors in related disciplines seeking a comprehensive overview of constructs and methods of archaeological research and interpretation. Content focuses on 21st century archaeology and includes current challenges facing archaeology as well as archaeology's social relevance. The course combines lectures with practical hands-on applications of techniques in the laboratory period. Case studies and artifact examples are drawn from a variety of prehistoric and historic sites, with special attention to Florida archaeology. Students must already have some basic knowledge of archaeological techniques and world archaeology by having completed ANT 2140, ANT 3141, or an equivalent archaeology course. *If you have not completed the prerequisite, you are not ready for this course.*

ANT 4114 is intended to prepare students for additional courses in archaeology, including area courses, field school, artifact analysis, zooarchaeology, and paleobotany. It is essential training for anyone contemplating graduate study in anthropology and archaeology or for a career in practicing or academic archaeology, as well as forensic anthropology, Classics, history, art history, museology, historic site interpretation, cultural resource management, and historic preservation law.

STUDENT LEARNING OUTCOMES

At the end of this course students will be able to: 1) Identify basic principles and practices that organize and motivate archaeological field and laboratory investigations, including research design, site survey and excavation, and materials, temporal, and spatial analyses. 2) Apply foundational methods and the ideas upon which they are based to interpret dynamic historical and material processes, now and in the past, and their traces and trajectories in the present and future. 3) Critically analyze ethical issues pertaining to heritage management and the roles of professional archaeologists in the different facets of cultural heritage. 4) Articulate the social relevance of archaeology to the general public.

CAREER READINESS COMPETENCIES

Put these on your resumé: critical thinking, sense of self, social responsibility, communication, teamwork/collaboration, problem-solving, cross-cultural appreciation

REQUIRED READINGS

As yet no undergraduate textbook on 21st century archaeology is available. Lecture summaries, workbook chapters, published journal articles and book chapters, and handouts take the place of a textbook. All required readings are provided in pdf form on Canvas or can be accessed as digital journal articles. See the weekly module for specific assignments. The *Archaeology Workbook* by Susan D. Gillespie has content chapters and exercises as separate pdfs, most of which pertain to the labs. Students should print out and complete the numbered **exercises** to submit as homework or finished in-class during lab periods.

E-LEARNING (Canvas): RESOURCES AND NOTIFICATIONS

Go to http://elearning.ufl.edu. All materials and assignments are organized as weekly **Modules**. Certain assignments are accessed through Canvas. You are responsible for these materials. Check the site regularly for announcements and handouts, especially before the lab period. Some grades are posted on Canvas. General announcements from Canvas arrive as emails. You are responsible for checking your official UF email regularly for these communications. For submission comments, in your Canvas "Account," click on "Notifications." Set the "Submission Comment" to either "Notify Immediately" or "Daily Summary."

FORMAT AND CLASSROOM DEMEANOR

The course format for the Tuesday/Thursday classroom periods is lecture and guided discussion, illustrated with slides. The information can be quite dense. **Lecture summaries** are provided on Canvas to guide you through the lecture. You are strongly encouraged to ask questions during the lectures. Most lectures have brief discussion activities to which all students are expected to contribute.

Cell phones should be silenced during lecture. Laptops and tablets are allowed *only* for taking notes or accessing readings and lecture summaries; any other use is prohibited, except as directed by the professor, and will be monitored. You need to pay attention to the lectures because they are the source of much of the course content and provide the organizational structure for the material.

CONTACTING THE INSTRUCTOR

Use the email address on the first page to contact the instructor. Put the course number or title in the subject line of the email. Alternatively, you may use the Communication function in Canvas.

LAB MEETINGS in B357 Turlington (Thursday Period 8)

The weekly labs do NOT summarize the lectures nor do they provide a review of material prior to exams. Instead, new material is introduced in the workbook and additional readings, accompanied by laboratory exercises. **The workbook has exercises for you to complete, some as homework and some during your lab meeting.** See the Canvas modules for due dates. Homework exercises are due at the *start* of class. **Print** and bring your in-class exercises to lab and read *ahead* (not during class time) to be able to finish assignments in the allotted time. IMPORTANT: Print the exercises (pdf files) at **full size**; do not "shrink to fit." You do not need to print the entire workbook unit as long as you can access it digitally. ALSO IMPORTANT: There is NO time available during the lab for you to read your assignment–you must come ready to work! If you are not prepared, you will not finish on time, and you will lose points. The exercises prepare you directly for the exams; consider them as sample tests. **No** food or beverages are allowed in the lab–this policy is strictly enforced.

Supplies: For some exercises you will need a 30 cm ruler with *metric* measurements, metric graph paper (you can download and print graph paper from the internet), scissors, and a calculator.

ATTENDANCE, PARTICIPATION, AND EXCUSED ABSENCES

Attendance per se is not taken; however, participation in all class activities is recorded. If you arrive late and do not do the assignment, you receive no credit. If you complete it later, you receive half credit.

Lectures: Class begins promptly at1:55; all students are expected to be in their seats. A participation activity is usually done then; these make up 10% of the final grade. Missing lectures will prove detrimental to your understanding of the course material and to your final grade. If you must miss lecture, it is your responsibility to review the lecture summary and obtain the lecture notes from a classmate.

Labs: Participation is also recorded during labs as part of the in-class exercises. Without an excused absence, you will lose points for lab assignments turned in late, even if perfect. With an excused absence, you must turn in the work to receive the grade; you are not penalized for being absent. Only students with excused absences can *request* a make-up lab; however, some lab exercises are impossible to reconstruct. Being late or unprepared for an exercise (not having your workbook or not having done the reading) will likely mean you cannot finish the activity and will lose points. Make every effort to be prepared for and attend Thursday lab!

Excused Absences: An excused absence is involuntary, such as a religious holiday, accident, court appearance, illness, or university-approved activity; see the full policy below. You must email the professor *and* provide a written excuse as soon as you are able in order to request make-up lecture and lab activities.

LAB EXERCISES AND ASSIGNMENTS

Exercises are corrected *and* graded. Homework exercises are collected at the *beginning* of class; in-class exercises are started and/or finished in class (a few are designated to be turned in later). See grading rubric below. Exercises with majors errors can be *resubmitted* for a higher grade. Together lab participation and workbook exercises total 30% of the grade. All students are expected to do their own work. Except for group activities, any evidence that you relied on someone else for answers will result in the loss of credit for **both persons**. Don't lend your completed assignments to a "friend" who wants to copy them!

AI USE POLICY

Because writing, analytical, and critical thinking skills are among the learning objectives of this course, all writing assignments should be prepared by you, the student, without assistance. Developing strong competencies in these areas will prepare you for a competitive workplace. AI-generated (i.e., text-generating software such as Chat GPT) submissions are not permitted and will be flagged and treated as plagiarism.

Grading Rubric for Lab Activities/Workbook Assignments:

Point values vary for the different assignments; see Workbook TOC. Assignments may be turned in late to be corrected, but no later than 3 weeks after the original due date. Overdue work in the last 2 weeks of the semester is due no later than Friday reading day. "Extra credit" exercises *are not accepted late*.

100%	completed with virtually no errors during class period; completed with virtually no errors before/after class period with an excused absence for missing lab
90%	completed with a few errors during class; completed with a few errors before/after class period with an excused absence for missing lab; completed with no errors as a resubmission of an ontime assignment (replaces earlier grade)
80%	completed with no errors as a late assignment (no excuse) within the allowed time frame
70%	completed with major errors, on time, never resubmitted; completed with a few errors but submitted late (no excuse) within the allowed time frame
60%	completed with *many* errors and omissions, on time, never resubmitted; completed with major errors, submitted late (no excuse) within the allowed time frame
0	never turned in

EXAMS

In-class exams consist of matching, multiple-choice, fill-in-the-blanks, problem sets, and short answers (2-3 sentences). Personal lecture and reading notes may be used on *some* exams, so take good notes! **Missed Exams** may be made up only if you experience an excusable absence during the scheduled exam period, and if you or someone on your behalf has informed the Professor preferably before the exam begins, but usually no later than within a week afterward. Missed exams should be made up within one week of the exam date and are administered at the instructor's convenience.

GRADING

All grades in this course are *earned* throughout the semester. Do not request a grade adjustment based on work other than what is described in this syllabus. Grading is based on **mastery** of course material, determined from the following instruments only:

1st exam (Feb 10)	60 points, 20% of final grade
2nd exam (Mar 24)	60 points, 20% of final grade
3rd exam (Apr 21)	60 points, 20% of final grade [non-cumulative]
Lab activities, assignments:	90 points, 30% of final grade
Lecture activities participation:	30 points, 10% of final grade
	Total: 300 points

Grading Scale: Letter grades are assigned at the end of the semester, based on a maximum of 300 points. See University policy.

Important: If a minimum grade of **C** (210 pts) is needed to fulfill certain graduation requirements, C- does **not** fulfill those requirements. Note the GPA points for each letter grade in the bottom line of the chart below. Exams and assignments are returned to you and so are not reported on Canvas until the end of the semester. Keep track of your own points.

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	0.67	0.00

The gradebook is "closed" on the Friday reading day. Any overdue assignments or grade adjustments must be received by that date.

COPYRIGHT INFORMATION

The contents of the syllabus, all lectures, lecture summaries, handouts, and the workbook for this course are *copyright-protected*. Neither lecture notes nor the workbook may be reproduced, sold, or distributed in any profit-making enterprise.

STRATEGIES FOR SUCCESS, or HOW TO AVOID FAILURE

Attend class–be on time and be prepared. Keep up with *all* the readings each week. Redo any workbook exercises you did poorly. Ask questions in lecture and in lab section if you have difficulty understanding the material. Contact the instructor by email. Meet with her in person. The problem-solving components of this course may be unfamiliar. You are asked to think, be imaginative, look for patterns, apply concepts, and make interpretive judgments–not just memorize material. The readings are written for professionals, and some will be challenging. The workbook exercises are designed to prepare you directly for your exams, so do not fall behind in your readings and workbook exercises.

ACCEPTANCE OF COURSE REQUIREMENTS

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

By remaining registered in this class, you tacitly agree to accept all 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; see the last two pages.

Schedule of Topics and Assignments

***** = Thursday lab [finish all reading assignments and homework [H] exercises *before* lab class meets]
R = reading, web, or video assignment **CH** = Workbook chapter **LS** (on Canvas) = Lecture Summary
Ex = Workbook problem (Homework: H or In-class: I) **due** = collected at *start* of class (or assignment due on Canvas)

Consult the Weekly **Module** on Canvas for complete and up-to-date assignments, including lecture summaries. The University shortened the semester by one week. Some of the assignment numbers are missing. They were deleted to fit the new schedule.

DATE	TOPIC	ASSIGNMENTS
Week 1 1/13	*Part I. Characterizing Archaeology Today* The Social Relevance of Archaeology: Archaeology's "Past" is in the Present	R: "SAA Principles of Archaeological Ethics" (1 page) R: Malakoff (2023) "Help Wanted" (5 pp) R: Olivier (2013) "The Business of Archaeology is the Present" pp. 121-129 only. Rec: Harrison and Schofield (2010) "Artefacts" (1 page)
1/15	Modernity, Culture, and Multiple Archaeologies	R: Sabloff (2005) "Processual Archaeology"pp. 212-219 R: Hodder (2005) "Post-Processual and Interpretive Archaeology" pp. 207-212 (both combined in one pdf)
***1/15** Lab 1	**Observation and Inference**	**CH I** Observation: Believing is Seeing (2 pages) **I Ex 1**: What's In My Box? [print & bring to class]
Week 2 1/20	Indigenous Archaeologies and the New Cultural Heritage	R: Holtorf and Fairclough (2013) "The New Heritage and Re-Shapings of the Past" (14 pp) R: Neely (2014) "Ancient Site's Cultural Resources Secretly Buried" (1 page) Lunday (2021) "The Purpose of Archaeology" (5 pp) + 3 recommended readings
1/22	*Part II. Archaeological Investigations* Units of the "Archaeological Record" -1 Content and Time Periods	R: Thomas (2012) "Archaeology, Anthropology, and Material Things" (13 pp)
***1/22** Lab 2	**Deposit Units and Measurement**	**CH II** Units, Variables, and Measurement (5 pages) **H Ex 2 due** at start of class: Metric System **I Ex 3:** Assemble a Site [bring graph paper & ruler]
Week 3 1/27	Units of the "Archaeological Record" - 2 Space and Sampling (Crystal River case study) **H EX 4 is due today**	**CH III** Scale and Sampling (8 pages) **H Ex 4 due:** Sampling – *turn in start of lecture* **Tuesday** R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future" pp. 5-7 only + 1 recommended reading
1/29	Producing Archaeological Knowledge - Fieldwork 1: Reconnaissance, Survey	**CH IV** Locating Sites in Space (9 pages) R: Pluckhahn et al. (2010) "Toward a New View of History and Process at Crystal River (8CI1), pp. 164-173 only
***1/29** Lab 3	**Making Maps**	**CH V** Making Maps (8 pages) **H Ex 5 due** at start of class: Townships **I Ex 6 & 7:** Topo Maps, Charco Redondo Site Map **I Ex 8**: Create a Topo Map [start in class, due Tuesday]
Week 4 2/3	Producing Archaeological Knowledge - Fieldwork 2: Excavation as Disassembly	R: Pluckhahn & Thompson (2009) "Mapping Crystal River (8CI1): Past, Present, Future," pp. 12-14 only

2/5	Producing Archaeological Knowledge - Beginning the "Archive"	**CH VI** Mapping Archaeological Remains (8 pages)
***2/5** Lab 4	**Archaeological Drawings: Re-assembling the Site**	**H Ex 9 & 10 due**: Read a Grid, Read a Profile Drawing **I Ex 11:** Draw a Site Plan; Read instructions *prior* to lab; due at end of class; **bring graph paper, metric ruler**
Week 5 2/10	**EXAM I**	bring pencil, eraser, metric ruler
2/12	*Part III. Interpreting Archaeological Evidence* - Sites in Process: Assemblages and Taphonomy (Silver Glen site case study)	R: Joyce and Pollard (2010) "Archaeological Assemblages and Practices of Deposition"–read p. 291 to 303 (skip case study)
***2/12** Lab 5	**Deposit Theory: Stratification and the Harris Matrix**	**CH VII** Deposit Theory: The Harris Matrix (5 pages) **H Ex 12 due** Learning the Harris Matrix Method **I Ex 13** Create a Harris Matrix Extra credit #1 Taphonomy ID (time permitting)
Week 6 2/17	What is the "Archaeological Record" (Silver Glen site)	R: Gilmore (2015) "Subterranean Histories: Pit Events and Place-Making in Late Archaic Florida" (21 pp)
2/19	Organizing Typological Assemblages: Classification	**CH VIII** Typological Assemblages: Archaeological Classification (11 pages)
***2/19** Lab 6	**Classification: Assemblage or Abstraction?**	**H Ex 14 due:** Classify your Wardrobe **I Ex 15**, **16:** Classify Artifacts; Deviation in Manufacture **bring scissors** if you have them
Week 7 2/24	*Part IV. The Archaeological Objective* Reconstructing Culture? or Revealing History?	R: (Anonymous 1993) "North Florida, 2500 B.P.-A.D. 1700", pp. 1-7; focus on"Research Questions," pp. 5-6 + 1 recommended reading
2/26	Interpretive Modeling: Analogy and Actualistic Studies	**CH IX** Models: Analogy & Actualistic Studies (9 pages) R: Feder (2004)"How do Archaeologists Figure out the Function of an Ancient Tool?" (3 pp) R: Van Tilburg (1995) "Moving the Moai" (10 pp) +1 recommended reading
***2/26** Lab 7	**Analogy: Its Uses and Limits** (and) **Experimental Archaeology**	R: "Analogy New World" –print and bring to lab if your birthday is on an even-numbered day (1 p) R: "Analogy Old World"–print and bring to lab if your birthday is on an odd-numbered day (4 pp) **H Ex 17 due:** What Kind of Analogy? **I Ex 18**: Prevalence of Analogy **I Ex 19:** Create an Experimental Lab Exercise
Week 8 3/3	*Part V. Time: Temporality and Duration* Concepts of Time	R: Bailey (2005) "Concepts of Time" pp. 268-273 R: Lucas (2005) "The Archaeology of Time," pp. 1-15 (e-book: CC75.5 .L83 2005)
3/5	Philosophies of Time: Duration and Succession	R: Lucas (2005) "The Archaeology of Time," pp. 19-27 (e-book: CC75.5 .L83 2005)
***3/5** Lab 8	**Seriation as A-Series Time**	**CH X** Seriation (A-Series Time) (6 pages) **H Ex 20 due**: Stylistic Seriation **I Ex 21:** Frequency Seriation Start Extra Credit Exercise #2: Long Frequency Seriation

Week 9 3/10	Following Traces of Things in Time (Swift Creek pottery case study)	R: Joyce (2012) "Life With Things: Archaeology and Materiality" (14 pp) R: Wallis (2015) "The Living Past: Itineraries of 'Swift Creek' Images through Wood, Earthenware, and Ether" (20 pp)
3/12	Principles of Archaeological Dating (early Southeast pottery case study)	R: Gilmore (2014) "Radiocarbon Dating of Spanish Moss from Orange and Stallings Fiber-Tempered Pottery: Method and Chronological Implications" (6 pp) + 1 recommended reading
***3/12** Lab 9	**"Dating" Things in Motion**	**CH XI** Dating a Thing in Motion: Dendrochronology (4 pages) **I Ex 22** Interpreting Tree Rings R: Neely (2014) "Mystery of World Trade Center Ship Solved" (1 page)
3/16- 3/20	*spring break*	
Week 10 3/24	**EXAM II**	Sorry- the University changed the timing of spring break, putting the 2nd exam right after spring break!
3/26	*Part VI. Technology: Making (And Unmaking) Things and People* - Transforming Things in Motion: *la chaíne opératoire* [artifacts handed out for lab]	R: Bleed (2001) "Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Stone Tool Production and Other Sequential Activities" (23 pp; skip pp. 102-105 on Japan)
***3/26** Lab 10	**Analyzing Technology: Lithics and Ceramics**	**CH XII** Analyzing Lithic Artifacts (read before lab) (8 pages) **CH XIII** Analyzing Ceramic Artifacts (ditto) (7 pages) **H Ex 23**: Observing Lithic and Ceramic Artifacts **I Ex 24**: Artifact Analysis H Extra credit #3 *chaíne opératoire* airplane (DUE)
Week 11 3/31	Technology of the Social: Crafting Identity ("Stallings Culture" case study)	R: Dobres (1999) "Technology's Links and *Chaînes*: The Processual Unfolding of Technique and Technician" pp. 124-130, 138-139 only R: Sassaman (1998) "Crafting Cultural Identity in Hunter-Gatherer Economies" (14 pp)
4/2	Bodies in Motion (Weeden Island case study)	R: Milanich et al. (1997) "Charnel Knowledge" in *McKeithen Mounds* pp. 91-119
***4/2** Lab 11	**Unmaking and Remaking Bodies at the McKeithen Site**	**CH XIV** Making and Remaking Bodies (5 pages) **H Ex 25:** Parts of the Body **I Ex 26**: Remaking Bodies at the McKeithen Site
Week 12 4/7	Landscapes in Motion: History, Memory, and Materiality	**CH XV** Landscapes in Motion (9 pages) R: Wallis (2008) "Networks of History and Memory: Creating a Nexus of Social Identities in Woodland Period Mounds on the Lower St Johns River, Florida" p. 246-253 only. *Bring something from home that you picked up on a trip elsewhere and be prepared to briefly talk about it*

4/9	Living Landscapes: Human-Animal Relations	R: Allentuck (2015) "Temporalities of Human-Livestock Relationships in the Late Prehistory of the Southern Levant" (19 pp) Recommended: Moore & Thompson (2012) "Animism and Green River Persistent Places: A Dwelling Perspective of the Shell Mound Archaic" (20 pp)
***4/9** Lab 12	**Landscapes of Change** (Lower St. Johns sites case study)	**I Ex 27:** Landscapes of Change - work on maps in class and finish assignment to turn in next Thursday
Week 13 4/14	*Part VII. Theory in Practice in Archaeology Today* Archaeology of the Contemporary Past (Dozier School and Rosewood case studies)	R: Buchli and Lucas (2001) "The Absent Present: Archaeologies of the Contemporary Past" (16 pp) + 1 recommended reading
4/16	Inference and Explanation in Archaeology	**CH XVI** Inference to the Best Explanation (8 pages) R: Fogelin (2007) "Inference to the Best Explanation" (22 pp)
***4/16** Lab 13	**Abduction: Inference to the Best Explanation** (Archaic bannerstones case study)	**Ex 27 due** Landscapes of Change **I Ex 29** Inferring the Best Explanation for Archaic Bannerstones R: Powell (2017) "Set in Stone" (read before class) (5 pp)
Week 14 4/21	**Exam III**	This exam is not cumulative and covers material since Exam II. It is the same length as the other midterms.
4/24	Friday Reading Day	All assignments due; gradebook closes

Course, Department, and University Policies

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this link.

Religious observances: Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be granted. Students are not penalized due to absence from class or other scheduled academic activity because of religious observances. Please make requests early in the semester.

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 (352-392-1308) or the Dean of Students Office (352-392-1261).

If you have any questions about what constitutes cheating or plagiarism, including the use of AI, or have concerns about completing an assignment on time, please consult with the instructor.

Library Resources: The UF Libraries provide access to numerous resources and services that will help you succeed in this course. Access thousands of online databases, books, and articles or visit one of the branch locations for additional resources, services, and study spaces. Can't find what you are looking for? You can Ask A Librarian for help by email, chat, text, or phone. Anthropology Librarian: Ginessa Mahar (gjmahar@ufl.edu)

If you are not using a UF computer, you must **use the UF 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