

## ANG 6930 HISTORICITIES



*Death of Captain James Cook*, oil on canvas by George Carter, 1783, Bernice P. Bishop Museum

### **Prof. Susan D. Gillespie**

Class Meets: Wednesday 3-5 (9:30-12:30 in TUR 1208H)  
Office: B338 Turlington Phone: 294-7595  
Office Hours: T/R 12:30-1:30, T 3-4, and by appt.

Spring 2020 (Sect# 2A74)

1-3 Credits

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This graduate seminar investigates twinned phenomena that are emerging from the “historical turn” in anthropology: greater attention to pre-modern and non-Western “historicities” and to historical processes. Historicities, also referred to as “modes of historical (or social) consciousness,” “ethno-ethnohistories,” and “ideologies of history,” are treated here as social (and hence, material, spatial, and temporal) processes by which persons draw the past into the present as a means of social reproduction. They involve the “continuous, creative bringing into being and crafting of the past in the present and of the present in respect to the past” (Lambek 2002:17), requiring “the ongoing social production of accounts of pasts and futures” (Hirsch and Stewart 2005:262). Multiple media serve as performative vehicles of historicity, including narratives, rituals, objects, images, and landscapes.

Historicities are inherently cultural and historical, and therefore vary cross-culturally and over time. They become especially salient and prone to change (or resistant to change) in the contexts of culture contact, natural disasters, and other contingent events that challenge conventional understandings. Most such studies are undertaken in the contexts of Euro-American colonization and contemporary globalization, but historians and archaeologists are also investigating historicities in the past.

Because historicities emerge as processes in time, they are part of historical processes. Although the rubric “historical processes” is large and encompasses many different approaches, in this class we will focus on historical processes that are isomorphic with historicities; that is, social practices that relate the immediate present to the institutionalized past, with historical consequences. This has been modeled in both history and social science as the dialectical interaction of short-term event with long-term structure, and is the particular focus of theories of practice. Historical processes co-implicate structure, event, agency, sociality, subjectivity, temporality, spatiality, materiality, and contingency.

Examination of case studies (ethnography, historical ethnography, and archaeology), primarily from Oceania, Latin America, and Africa, illuminates this cross-cultural and temporal variation. Specific methods of analysis are introduced—Piagetian structuralism (*sensu* Sahlins and Turner) and Peircean semeiotics—to elucidate how historicities and historical processes are concretized in various media.

**COURSE DESIGN:** This course is designed for graduate students in Anthropology, History, and related fields, including area studies, with a strong interest in pre-modern or non-western historical traditions—how they are produced, how they have been challenged and transformed, how they function, what media are employed in producing and relating them, and most importantly, how they are best approached and analyzed in the pursuit of anthropological goals.

**COURSE OBJECTIVES AND STUDENT GOALS:** Students should become well grounded in anthropological debates and approaches concerning the variant ways historicities have developed and have been expressed in pre-modern and non-Western societies, how they play a role in historical processes, how they provide insights into the multiple “durations” of history (the dialectic of long-term structure and short-term event), methods of semiotic and narrative analysis to dissect the variations in historicities, the variety of cultural media that promulgate and concretize historicities and thus play a role in historical processes, and the engagement of agency and knowledge in the production of historicities. Students should be able to complete an original analysis on this topic related to their own research area.

**COURSE READINGS:** Readings are drawn from textbooks, book chapters, and journal articles. There is one required textbook available for purchase at bookstores and on reserve in the library:

Marshall Sahlins (1985) *Islands of History*

The many other assigned readings, with a reading guide, are posted as pdf files on the e-learning (Canvas) site by module (corresponding to week of the semester).

**COURSE FORMAT AND EXPECTATIONS:** This seminar combines brief introductory lectures with extensive class discussions of the readings. Because most of the readings are available as pdfs, notebook computers 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 seminar discussion. Other electronic devices such as cell phones must remain silenced.

**COURSE CREDIT REQUIREMENTS:** This is a variable credit course. Students registered for 3 credits are expected to upload reading questions and responses, attend class and participate in the discussion, and write and present an original research paper. Students registered for 2 credits are expected to do the same, but will substitute a short writing assignment on the readings for the research paper. Students registered for 1 credit are required to upload questions and responses on the readings each week. They are not required to attend class (but are welcome), and will substitute a short writing assignment on the readings for the research paper.

**CLASS PARTICIPATION:** All students are expected to intelligently read the assignments each week. Readings must be completed before class meets so that you have thought about and are prepared to discuss them. Notes must be taken on each reading and brought to class. In addition, each student is expected to post (at least) **four specific questions or comments** intended to elicit discussion, drawn from at least four different readings (if there are four readings; if there are fewer than four, then four questions drawn from the available readings.) They are to be posted on the Canvas discussion page for each week no later than **noon on Tuesday afternoon before class**. You must read what is already posted there before uploading your questions to avoid duplication. If someone has already taken your question, compose a different one. You are also expected to read *all* postings before class, and **respond to at least four** of them (responses are in addition to questions) by **8:00 pm** Tuesday evening. You may respond to questions drawn from the same reading from which you created a question, as long as it is a

different question from the one you asked. Everyone is expected to have read all questions and responses before class begins Wednesday morning.

**Discussion Leaders:** For certain weeks involving case studies, individual students will be assigned to lead the discussion of a specific reading (although everyone reads it). Discussion leaders should draw on questions and responses posted on Canvas prior to the class meeting.

**ATTENDANCE POLICY:** Because the course is designed entirely around in-class discussions of the readings, 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. Failure to be prepared for the discussion or to participate in discussion is not much different from being absent.

**RESEARCH PAPER:** Students registered for 3 credits will pursue an *original* analysis of a body of data using one or more of the covered theoretical and methodological perspectives. Paper topics must be pre-approved by mid-semester. A professional quality powerpoint oral presentation (20 minutes) is required, together with the final paper. The paper should be in the format of a publishable article (c. 8000 words of text) for a journal such as *American Anthropologist* or a grant submission (e.g., to NSF, NEH) for students who do not have sufficient data to write a definitive analysis. The expectation is that the paper will be the basis of a thesis or dissertation, a conference presentation, or a published article.

**MAKE-UP POLICY:** Students with excused absences will not be penalized for missed discussion but are expected to learn the material on their own and to submit discussion questions and responses even if past the deadline. Students unable to finish the presentation or paper on time must meet the requirements and submit the paperwork for an Incomplete grade.

**FINAL GRADE:** (For 3 credits): Class participation (individual participation in class discussion, and posting of questions/responses each week) constitutes 50% of the grade (100 out of 200 points). The research paper (40%) plus the oral presentation (10%) make up the other 50% (100 points). (For 2 credits): Class participation as outlined above is 75% of the grade; the short writing assignment is 25%. (For 1 credit): Discussion board questions and responses is 75% of the grade; the writing assignment is 25%. Any grade adjustments must be made by the due date of the final paper; the gradebook closes then.

Letter grades are assigned at the end of the semester, based on a total of 200 points as follows. See University policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
180-200	176-179	170-175	160-169	156-159	150-155	140-149	136-139	130-135	120-129	116-119	115 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

Federal privacy regulations prohibit the release of scores and grades over the phone or by email.

***Please fill out and turn in the survey form (on Canvas E-Learning) by the second week of class.***

**COPYRIGHT INFORMATION:** The contents of the syllabus, readings guides, and unpublished materials for this course are copyrighted, intended for the private use of students registered in ANG 6930 (Section 2A74). They may not legally be reproduced or used for other purposes.

**ACCEPTANCE OF COURSE REQUIREMENTS:** By remaining registered in this class, you agree 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.

**SCHEDULE OF TOPICS**  
(Tentative - Subject to Change)  
See Canvas for weekly reading assignments

DATE	TOPIC
Jan. 8	1. Anthropology and History
Jan. 15	2. Time and Temporality
Jan. 22	3. Part I: Historicities, Ethno-ethnohistories, Modes of Historical Consciousness
Jan. 29	4. Historicities Case Studies
Feb. 5	5. Myth and History as Modes of Historical Consciousness
Feb. 12	6. History in Objects and Landscapes
Feb. 19	7. Part II: Theory: Peircean Semeiotics
Feb. 26	8. Piagetian Structure and Structuralism <i>deadline to approve research paper topic</i>
Mar. 4	<i>spring break</i>
Mar. 11	9. Structure and Event: Historical Processes
Mar. 18	10. Part III: Method: Historicity in Narratives
Mar. 25	11. Operational Structural Analysis
Apr. 1	12. Operational Narrative Analysis Case Study
Apr. 8	no class: individual meetings with instructor
Apr. 15	presentations
Apr. 22	no class - SAA Meeting Austin
Apr. 29	final paper due/gradebook is closed

The following information is provided in conformance with University Policy: *Please Read!*

**1. 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 (e.g., excused absences) are consistent with university policies at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. University policy states that 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 obligation, 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. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.” The UF Twelve-Day Rule for student-athletes (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>) states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor for each absence. It is the student-athlete’s responsibility to maintain satisfactory academic performance and attendance.

## **2. 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. Please make requests early in the semester.

## **3. Accommodations for students with disabilities**

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). Once registered, students will receive an accommodation letter which **must be presented in hard copy** to the instructor when requesting accommodations. This requires a face-to-face meeting. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until the presentation of the letter and the meeting.

## **4. 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 (<https://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. 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. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. Students who have not committed any prior violations 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. DO NOT CHEAT—the penalties are too severe. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

## **5. Counseling and Emergency Services**

U Matter, We Care serves as the umbrella program for UF’s caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

- the University Counseling Center, 301 Peabody Hall, 392-1575; <http://www.counseling.ufl.edu/cwc/Default.aspx>
- Student Health Care Center, 392-1171
- Career Resource 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

## **6. Online course evaluation process**

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at [gatorevals.aa.ufl.edu/students/](http://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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/)

## **7. 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 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 DRC at 352-392-8565 or at [accessuf@dso.ufl.edu](mailto: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](mailto:eres@uflib.ufl.edu).

If you are not using a UF computer, it is best to **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>

## **8. 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.