

**ANTHROPOLOGICAL ARCHAEOLOGY**  
**АНТРОПОЛОГИЧЕСКАЯ АРХЕОЛОГИЯ**  
**School of Advanced Studies**  
**Quarter 4, April 13 to June 11, 2020**

**Instructor/s:** Denis Sharapov d.v.sharapov@utmn.ru

Available for consultation via pre-scheduled Zoom appointment

**Contact Hours:** 64

**Type of Course:** Elective

**Meeting Times:** Monday, 17:40-19:10; Tuesday 14:20-15:50; Wednesday 14:20-15:50; Thursday 12:30-14:00.

**Related Minors**

This course counts toward the minor in Anthropology & Sociology.

**Course Description**

While in Russia archaeology has been tightly linked to history, archaeology in the United States has been a part of four-field anthropology. This means that archaeological theories (systems of ideas used to explain material remains) in these countries developed along two non-intersecting trajectories. This course will introduce Russian students to the main theoretical debates that shaped the discipline of archaeology in the Anglo-American scholarly tradition. We will contextualize these debates historically in terms of wider theoretical discussions taking place within philosophy and social sciences. In addition to purely theoretical pieces, we will examine a number of case studies that connect anthropological theories with material remains in the archaeological record.

**Course Structure**

General class format:

- 1) During this seminar-based course we will discuss readings, watch videos, develop arguments, and engage in various group activities. Throughout the semester, students are required to do all of the assigned readings and complete all tasks outlined below.
- 2) The course consists of 32 class meetings: 22 seminar meetings (roughly 3 per week) and 7 group work sessions (roughly 1 per week). In addition, 2 class meetings will be dedicated to taking tests (midterm and final).
- 3) Unless stated otherwise, all of our class meetings will be held via Zoom. Each student is required to attend two out of three seminar meetings and one group work session per week (i.e., these meetings will transpire in a synchronous mode). One seminar session per week (either the 2<sup>nd</sup> or the 3<sup>rd</sup>) can be attended asynchronously (students can watch one session

afterwards). I encourage every student to attend every session. Class attendance will be tracked through Zoom. In addition we will use Canvas's "Discussions" feature.

### Readings:

Throughout the course you will be required to read a number of articles and book chapters, which will be made available to you as PDFs through Canvas under "Pages" (see "Canvas and Other Course Resources" section below for details).

### Discussion questions:

One hour before each class session, I will post a downloadable list of questions about the assigned readings on Canvas. Be able to access them during class (more on this in 'Zoom directions' on Canvas). These questions will guide our discussion. I suggest you take notes in class as we answer these questions. You will see some of these questions on your midterm and final tests. I suggest you have the following items at your fingertips for each session: your write-up (see the corresponding section below), discussion questions, and the assigned readings, in a paper or electronic format

### Group work:

One 90-minute meeting per week will be devoted to group work. The groups will consist of a few people each. See the "Required Coursework and Evaluation Criteria" section below for a detailed description of group work format.

### On-on-one sessions

Twice during the semester (Week 2 and Week 6) I will schedule short (10-15 minute) individual Zoom meetings with each student, during which we will discuss issues, such as technical questions and academic progress. The times of these sessions will be determined during Week 1.

## **Student Learning Goals**

Students who successfully pass this course will be able to:

<b>Learning goals</b>	
Knowledge goal:	Synthesize and discuss concepts and issues pertaining to anthropological theory verbally and in writing
Knowledge goal:	Be able to engage in debates/discussions of various issues in anthropological archaeology
Practical skill:	Summarize and critique theoretical and empirical texts of various complexity

## **Required Coursework and Evaluation Criteria**

The final grade for this course will be calculated as follows:

Assignment or Task	Due date/s	Percent
1. Write-ups 20 x 3 points (1.5%) each	No later than 1 hour before the beginning of each class session (except for the very first class session, group work sessions, and test sessions)	30%
2. Tests 2 x 40 point (20%) each	Weeks 5 and 8	40%
3. Group assignments 7 x 7 points (3.5%) each + Group member peer evaluations 2 x 5 points (2.5%) each	Group assignments will be turned in via Canvas no later than 11:59 pm (midnight) every Saturday throughout the course. Group member peer evaluations will be due Weeks 5 and 7.	30%

This course employs 7-median (the number of grades above 7 and the number of grades below 7 do not differ by more than 1). Failing grades (0-3) are included in the calculation of the 7-rule.

All marks are provisional until the end of the course. The 7-rule WILL NOT be used in assessing individual assignments. It will only be applied to the final course marks, pending overall student performance. If general performance is low, a lower overall median/average may apply – if performance is outstanding, a higher overall median may apply.

1. Write-ups (30%):

Before each class, each student will prepare a write-up. It is a short summary sheet outlining: 1) main points of each of the assigned readings, and 2) one or two questions about each reading that you would like to pose to the rest of the class.

*Format, submission, and deadline:* Write-ups should be submitted via Canvas, in a MS Word format and titled as follows: <Student's last name> <Session #> <Write\_up>.doc  
 Write-ups will be submitted no later than 1 hour before the beginning of each class session (except for our very first class session). The Canvas course management system will be set up not to accept late assignments. Please make sure to get them in before the deadline to avoid technical delays. If you miss class due to illness (and if you are able to provide proper supporting documentation), you will not be responsible for the write-up due that day. However, you are responsible for knowing the corresponding material when it comes time to take the test.

This assignment encourages students to summarize and critique anthropological theory texts in written form. Successful write-ups (the ones that will receive full credit) will be written using complete sentences and cover all major aspects of the assigned reading. Specific

word counts for each text will be provided on Canvas, in the expanded version of course syllabus posted in the "Syllabus" section. Although the word count requirements are roughly 75 words per 1 full, two-column page of text, they will never exceed 400 words (1 page, written in 12-point Times New Roman, 1.5-spaced) per write-up (i.e., per class session). It is crucial that you keep up with the write-ups throughout the semester. Students failing to submit more than 10 write-ups in the course of the semester will not receive any credit for this portion of the final grade.

## 2. Midterm and Final Tests (40%)

In the tests, you will be asked to provide written answers to questions about the readings. These will be very similar to the discussion questions (see above). The tests will encourage students to synthesize and discuss concepts and issues that pertain to anthropological theory in writing. These will be timed (1.5 hours each) open-book tests. I will post the questions in the beginning of the class session and you will have to submit the answers through Canvas before the end of the session. The Canvas system will be set up not to accept late submissions. If you are having emergency technical issues while downloading or uploading the tests, give me a call right away (the phone number will be provided in the longer version of the Syllabus on Canvas). Depending on the exact issue, we will make arrangements for a make-up test.

### *Sample test questions:*

1. What advantages do we, as archaeologists have over other social scientists (historians, ethnographers, sociologists)?
2. Briefly explain the two strands [types] of Malinowski's functionalism.
3. Describe the difference between ascribed and achieved status. Why does Houle (2010) suggest that social status may have been ascribed in Bronze Age Mongolia?

Successful answers will be written using complete, grammatically correct sentences and will address all aspects of the posed questions. Specific word count requirements will be provided with each question.

## 3. Group assignments (30%)

The seven group assignments, which will be posted on Canvas, will consist of two parts. These assignments expose students to current, as well as classic debates and discussions in the field of anthropological archaeology. They also require students to synthesize and discuss concepts pertaining to anthropological theory verbally and in writing.

*Part I* (review) will consist of questions about the texts we went over in class during the previous week. Here I want the group members to pool your resources together and see what you all have remembered out of our class discussions.

*Part II* will have you use the Google Scholar search engine ([scholar.google.com](https://scholar.google.com)) to follow research ideas through time and evaluate their impact on the discipline. A lot of the readings we will discuss are dated, but that does not mean that the ideas laid out in them have lost their relevance. As part of your group work, you will explore how some of the theoretical

approaches that were developed decades ago serve as a foundation for current archaeological research.

*Assignment format and way of submission:* Group assignments should be submitted via Canvas in a MS Word format and titled as follows: <Group #> <Assignment #>.doc. During our Zoom class meeting, I will ask group members a question or two about Part II of the assignment. You may see some of the material from these group write-ups on the tests (I will give you more specifics before each test). Word count requirements for Parts I and II will be specified in each assignment (see Canvas for a more detailed description).

Here is the rubric that will be employed for grading these assignments:

	<b>Total points possible</b>
Were all of the questions answered using complete sentences and did the group adhere to the word limit?	5
Did the write-up look like a coherent text written (or at least proof-read) by a single entity (i.e., one group)?	1
Were group members able to answer questions during class session?	1
<b>Total possible points</b>	<b>7 (3.5% of final grade)</b>

Group member peer evaluations will comprise 5% out of these 30%. In addition to me grading your group work, your teammates will evaluate your performance. One important aspect of this is that we will change the composition of the groups once throughout the semester (after the midterm exam). I will calculate the average score that your teammates have given you (the maximum score will be 5) every time. Thus, you will have 2 peer evaluations x 5 points (2.5%) each.

### **Guest Appearances**

Two class meetings will be hosted by archaeologist Dr. Jay Silverstein (SAS).

### **Canvas and Other Course Resources**

This course has a website on Canvas (<https://canvas.instructure.com/>). You should have received an invitation to join the course on Canvas two weeks before the start of classes. If you did not, double check your SAS email and then follow up with the instructor. All course readings, this syllabus, and any other course materials are available on Canvas.

All written assignments completed outside of class must be submitted via Canvas. Your grades and detailed feedback on all written assignments will be also reflected on Canvas.

### **Course Literature**

Here is a bibliography of literature that will assist you in studying and writing assignments. See the course schedule below for specific reading assignments. A more comprehensive bibliography is posted on Canvas.

Johnson, M. (2019). *Archaeological theory: an introduction*. John Wiley & Sons.

Kottak, C. P. (2017). *Anthropology: Appreciating human diversity*. McGraw-Hill.

McGee, R. J., & Warms, R. L. (2003). *Anthropological theory: An introductory history*. Mayfield Pub. Co.

## Course Policies and Expectations

### Citation style

In this class, you are expected to use the APA citation format. To find out more about the APA citation style, visit the Purdue Writing Lab website:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_articles\\_in\\_periodicals.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_articles_in_periodicals.html)

### Examination Format

The examination consists of a 90-minute test that includes the identification of ten quotations from required course readings and a written essay. For full details on the format and grading, see the SAS policies section below.

### Course Schedule

Week	Date	Activity	Topics & Readings	Assignments
0	13.04-19.04	-	No classes	-
1	20.04	Seminar	What is anthropology? Kottak 2017, Ch1:4-9	Write-ups due before each seminar meeting (except for the first meeting).  Group Assignment #1 due April 25.
	21.04	Seminar	What is anthropological archaeology? Renfrew and Bahn 2008:12-18; Feder 2014:25,33-34; Binford 1972:224	
	22.04	Seminar	Functionalism Kottak 2017 Ch13:243-245; Wilk and Rathje 1982:617-624,631-637; Houle 2010:11-13,187-190	
	23.04	Group work session	See Group Assignments section above. Specific tasks will be posted on Canvas prior to class meeting.	
2	27.04	Seminar	Functionalism Hirth 1993:22-24,31-33; Parker Pearson 1999:132-137; White 1975:37-38; McGee and Warms: 260-261	Write-ups due before each seminar meeting.

	28.04	Seminar	Structural functionalism McGee and Warms 2012:151-154; Parker Pearson 1999:22-23,196-197	Group Assignment #2 due May 2.
	29.04	Seminar	Systems theory Johnson 1999:67-70; 71-72; Drennan and Peterson 2004:533-534; Peterson and Drennan 2010:86-87; Johnson 1977:499-501; Wilson 1988:296-322	
	30.04	Group work	Specific tasks will be posted on Canvas prior to class meeting.	
3	4.05	Seminar	Systems theory Cribb 1991:23-24; Anthony 2007: 412-417	Write-ups due before each seminar meeting.  Group Assignment #3 due May 9.
	5.05	Seminar	Structuralism McGee and Warms 2012:320-322; Johnson 1999:91, 92, 96; Conkey 1989:135-136, 140-146	
	6.05	Seminar	Kinship Kottak 2017, Ch19:367-371,375-379	
	7.05	Group work	Specific tasks will be posted on Canvas prior to class meeting.	
4	11.05	Seminar	Kinship Parker Pearson 1999:116, 118-120; Price and Feinman 2013: 223-224; Mays 1998:110-114, 203-204	Write-ups due before each seminar meeting.  Group Assignment #4 due May 16.
	12.05	Seminar	Kinship Scarre 1984; Ember 1973	
	13.05	Seminar	House societies González-Ruibal 2006:145-167	
	14.05	Group work	Specific tasks will be posted on Canvas prior to class meeting.	
5	18.05	Midterm test	Review all readings up to this point.	Write-ups due before each seminar meeting.  Group Assignment
	19.05	Seminar	Corporate groups Hayden 1977	
	20.05	Seminar	Corporate groups Ames 1995	

	21.05	Group work	Specific tasks will be posted on Canvas prior to class meeting.	#5 due May 23.
6	25.05	Seminar	Practice theory Johnson 1999:104-105; Parker Pearson 1999:23; Kuckelman 2008:107-108, 114-121	Write-ups due before each seminar meeting.  Group Assignment #6 due May 30.
	26.05	Seminar	Rites of passage Pearson: 22, 50-52; Schroeder 2001:81, 87-89; Weiss-Krejci 2013:284-287	
	27.05	Seminar	Purity, pollution, and liminality Kottak 2017, Ch13:248-249; Schultz and Lavenda 2012:244-245	
	28.05	Group work	Specific tasks will be posted on Canvas prior to class meeting.	
7	1.06	Seminar	Purity, pollution, and liminality Faust and Katz 2017:1-13; Parker Pearson 1999:61-67	Write-ups due before each seminar meeting.  Group Assignment #7 due June 6.
	2.06	Seminar	Modes of exchange Renfrew and Bahn 2008:361; Feinman and Kowalewski 1984:165-170	
	3.06	Seminar	Human behavioral ecology McGee and Warms 2012: 370-372; Boone 2000: 84-87; Speth et al. 2013:125-129	
	4.06	Group work	Specific tasks will be posted on Canvas prior to class meeting.	
8	8.06	Seminar	Gender and feminism McGee and Warms 2012:396-398; Parker Pearson: 95-96; 96-102	Write-ups due before each seminar meeting.
	9.06	Seminar	Archaeology of Children Kamp 2001:1,12-18; Hastorf 1991:148-152	
	11.06	Final test	Review all readings since the midterm test	

## SAS Policies for Online Courses

*Please note the addition and updating of policies to reflect the realities of online teaching in Q4.*

### Technical Requirements and Responsibilities for Online Education

Professors and students are responsible for ensuring they have access to a computer and a stable Internet connection during all scheduled class meetings. This is to ensure that students get the most out of the online education format. If you have problems with your Internet, smartphones may be used as a backup option (as a wifi hotspot or to participate in class).

Course materials and all assignments will be made available on Canvas; all synchronous class meetings will be conducted over Zoom. All communication about the course and assignments must happen over Canvas or official email. The use of any supplementary platforms (discussion boards etc.) is at the discretion of the instructor.

Professors are required to post all resources for online teaching via Canvas before the start of each week. This includes: Any nonsynchronous lesson material, the invitations for individual Zoom meetings, and any other materials required to complete the course.

All synchronous classes will be recorded and made available via Canvas on the same day for a minimum of one week. These recordings are only for teaching purposes and should not be shared.

### Etiquette for Online Classes

Professors and students should join Zoom a few minutes before class in order to have time to solve any technical problems. When you join a class, your microphone will be muted. Individual professors will decide how to run class discussions and whether to enable such features as chat. As a general rule of thumb, you should mute your microphone when you are not speaking.

In seminars, students are required to make themselves visible. If you have concerns about what is visible, then either take the time to “curate” your environment or consider using the background option in Zoom. During lectures, you are welcome to turn off your video.

Students should feel free to contact the professor or Head of Education ([d.kontowski@utmn.ru](mailto:d.kontowski@utmn.ru)) to discuss any concerns that may arise concerning online delivery of the course (i.e., technical issues, course material availability, access to apps, communication challenges, and changes to syllabus or schedule). Don't wait until course evaluations to draw attention to your concerns!

### Technical Emergencies Protocols

Students who have difficulty getting online to attend a synchronous class or complete an assignment, should contact the professor immediately according to the specific instructions provided in the syllabus (i.e., via telephone, SMS, or email). Follow the below instructions concerning making up classes missed due to technical problems.

If your professor is not online for the start of a class session, keep Zoom open and check your email. If the professor does not come on-line or send a message to clarify the situation within 10 minutes after the official starting time, class is cancelled. Both the professor and a designated student should alert the Head of Education about the situation. Missed classes will be rescheduled; update class times to be shared via Canvas and Moodle.

### Attendance and Absences

Zoom has an attendance feature that will be used to record attendance. Attendance is required for all synchronous classes or required online activities (i.e., designated asynchronous tasks, timed assignments, group work meetings, etc.) and will be recorded on a grading sheet. Students can miss up to two classes without an excuse; every further absence will see the final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Missing more than 15 minutes of scheduled online class is considered an absence, unless the student has received prior approval from the Head of Education.

If you plan to miss a class due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance and CC Head of Education. Without advanced approval, it will count as a missed class.

If you are sick, email all your instructors and Alyona Bunkova ([a.bunkova@utmn.ru](mailto:a.bunkova@utmn.ru)) as soon as possible to notify them that you will be missing class. They will follow up with you with any necessary arrangements related to your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

#### Making Up Classes Missed for Legitimate Reasons

Students who miss a synchronous class session to a legitimate conflict, an emergency that arises at short notice, or a technical problem will be required to watch the recording of the class and submit a written summary of the key points of the class, including any questions that you have about the content. This should be sent to the instructor via email within 48 hours of the ending of the class in order to receive credit. If a technical problem emergency situation persists beyond 48 hours, an extension may be granted. Students who are sick should watch the videos of missed classes in order to keep up on courses, but they are not required to submit written summaries.

#### Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are stated in the syllabus, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension.

If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate) to Alyona Bunkova. Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

#### Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned or after June 11. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

#### Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with Alyona Bunkova to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from Alyona Bunkova about the changed schedule and any schedule changes will appear in Modeus. If the instructor requires a substitute to replace them, students will be notified by email.

#### Grading

SAS uses a ten-point grading system. Grades from 0 to 3 are failing grades. Grades from 4 to 10 are passing grades. 10 and 9 are excellent grades given in exceptional circumstances.

In most courses, SAS faculty are obliged to follow the 7-rule. This may be calculated either as a "median" (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) or an average (the average final grade for all students should fall between 6.50 and 7.49). The 7-rule may be applied to each assignment OR only to the final course marks. Exceptions to this rule are only granted by the Teaching Council.

#### Examinations

The examination will consist of a 90-minute written test that includes the identification of ten quotations from required course readings and a written essay. The use of any electronic devices is prohibited. The student must: 1) Attribute the given quotations; identify the sections of the texts (such as a chapter) where the quotations are taken from as well as their authors, titles, and year of publication. 2) Based on the given quotations, write an essay in English (1000–1500 words) analyzing semantic relationships between the texts where these quotations are taken from.

*Assessment Criteria:*

Satisfactory (C, or 3):	Good (B, or 4):	Excellent (A, or 5):
1) All quotations are attributed correctly;	1) all quotations are attributed correctly;	1) all quotations are attributed correctly;
2) The essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates satisfactory knowledge and understanding of all texts analyzed; c) the essay contains at least five exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least seven exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates excellent knowledge and understanding of all texts analyzed; c) the essay contains at least nine exact quotations, different from the quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see English version [HERE](#) or Russian version [HERE](#)). Cheating, plagiarism, and disrespectful behavior will not be tolerated and *must* be sanctioned by the instructor in accordance with the document. The use of any translation applications (Google Translate etc.) is highly discouraged. Students are required to cite any sources employed in written assignments using the citation style listed in the syllabus.

Online assignments will be “open book,” meaning that you can look at course reading materials and notes while answering the questions. However, the Academic Integrity still applies. That means: You must not communicate with anyone; your answers will be your own work; and you will not use Google Translate. You are discouraged from searching the Internet for answers, as you will run out of time, may risk violation of the Academic Integrity Policy, and will likely do worse than if you simply answer with the knowledge you already have.

**Date Syllabus Last Updated:** 16.04.2020