THE ORIGINS OF INEQUALITY
ANT 380K
30639
Fall 2015
Meeting: SAC 5.124, Tuesdays, 2-5:00 pm

Instructor: Professor R. Alan Covey
Office: CLA 4.406; E-mail: r.alan.covey@austin.utexas.edu; Phone: (512) 232-2084
Office Hours: T/TH 10:30 am - 12 pm, and by appointment. Please schedule on Canvas.

Table of Contents
I. Rationale……………………….1
II. Course Aims and Objectives…1
  • Aims
  • Specific Learning Objectives
III. Format and Procedures………2
IV. Tentative Course Schedule……2
V. My Assumptions………………2
VI. Course Requirements……….3
  • Attendance and participation
  • Religious Holy Days
  • Readings/Materials
  • Assignments/Assessments
  • Use of Canvas
VII. Grading Procedures………….3
VIII. Academic Integrity………….4
  • UT Honor Code
IX. Other University Notices and Policies………………………….4
  • Use of e-mail
  • Documented Disability Statement
  • Behavior Concerns Advice Line (BCAL)
  • Q-drop Policy

I. Rationale: The Western historical and philosophical tradition perpetuates stories of how and why people became unequal in different senses. With the possible exception of legal inequality, the creation of unequal social arrangements occurred before the invention of writing, making it a fundamental question for archaeology, but raising the question of how independently archaeologists approach some important social questions that remain significant today. In this class, we will take a critical look at how anthropological archaeology has approached inequality, and how researchers represent the origins of different kinds of inequality in the recent professional literature. After discussing different aspects of inequality and their material implications, students will lead class discussions of case studies of inequality from areas of their own professional interest.

II. Course Aims and Objectives:
Aims: An extensive reading list is intended to give students both structure and flexibility as we discuss the philosophical literature on inequality, the archaeological contribution to theory, and current representations of inequality in the professional literature. Two core aims are to consider the intellectual (in)dependence of archaeology from other Western ways of thinking about the deep past, as well as to explore the current state of material interpretations of different aspects of inequality.

Specific Learning Objectives:
By the end of this course, students will:

  • demonstrate a comprehension of the different disciplines contributing to the study of inequality by reading extensively, posting critical responses to class topics, and actively discussing course topics during seminar meetings
• show a strong comprehension of a specific case of ancient inequality by designing a reading list and leading discussion for one class meeting

• possess a stronger critical sense of the debates and underlying values in anthropological archaeology, based on broad readings and seminar discussions

III. Format and Procedures: This is a seminar course, and its success depends on the active participation of each student. Individual preparation is fundamental to the success of the course, so each student is responsible for selecting her/his readings in advance of a class meeting (usually by the Friday before a class), and for posting a reading summary and a critical response by Monday evening. Students should review the postings of classmates prior to the class meeting, so that class time will be driven by discussion of core issues. During the final weeks of the term, each student will develop a topic and a reading list for a class meeting focusing on an aspect of inequality that is relevant to their own professional work. Students are encouraged to meet with the professor at least two weeks prior to the class meeting to discuss the proposed reading list and topics. See below for a description of these graded components.

IV. Tentative Course Schedule: * Required article **This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Week 1 (9/1): Overview of course and introduction of participants
Week 2 (9/8): Stories in the Western Tradition
Week 3 (9/15): Archaeology’s Uneasy History with Inequality
Week 4 (9/22): Neoevolutionary Theory and the Complexity Package
Week 5 (9/29): Gender and Embodied Inequality
Week 6 (10/6): Unequal Ownership and Economic Access
Week 7 (10/13): Religion and Inequality
Week 8 (10/20): The Invention of Political Hierarchies
Week 9 (10/27): Writing and the Creation of New Inequalities
Week 10 (11/3): Should Archaeology Do Anything about Inequality?
Week 11 (11/10): Student-Directed Discussion of Inequality
Week 12 (11/17): Student-Directed Discussion of Inequality
Week 13 (11/24): Student-Directed Discussion of Inequality
Week 14 (12/1): Student-Directed Discussion of Inequality

FINAL EXAM: There is no final exam for this course

V. My Assumptions

I approach a graduate seminar with the assumption that students are passionately driven to become working professionals, but not necessarily anthropological archaeologists focused on a single region or period. I also assume that students divide their time between their other coursework, teaching appointments, and research. I assume that students want to maximize learning, to use the seminar as much as possible to accentuate individual areas of interest, and to spend time in class in engaging discussions of topics of relevance to their own work.
VI. Course Requirements:

1. Class attendance and participation policy: Attendance and active participation are fundamental to the success of this seminar, and attendance at all class meetings is required unless prior arrangements have been made with me. Everyone is expected to arrive punctually, prepared for a professional discussion of class topics. Because the course is discussion-based, there is no reason for laptops, tablets, or phones to be used during the class, unless arrangements have been made with me.

   Religious Holy Days
   By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials: Students will read from a long list of recommended readings, posted on Canvas. Most sources are electronic journal articles that are available free of charge through the UT libraries. Some sources are books that are available through Google Books, and some sources, if selected, will require a student to access material at the library or via interlibrary loan.

3. Assignments, Assessment, and Evaluation: Beginning in Week 2, each student will be evaluated weekly on three aspects of class performance: a reading summary, a critical response, and attendance/participation in class. The reading summary should be a ~2 pp summary of a reading selected by the student, intended to provide an overview of the source for seminar participants who have not read it. The critical response should be a ~2 pp response to the critical questions posted for the class meeting, based on all readings done by the student and on the knowledge the student may already have on the subject. Both of these assignments are to be posted on Canvas by 5 pm on the Monday prior to a class meeting. NB: Work that is posted after the 5 pm deadline on Monday and before the start of class on Tuesday (2 pm) will receive a 10% deduction. Late work will not be accepted after the start of class, unless prior arrangements have been made.

4. Use of Canvas in class: This class uses Canvas for a number of Web-based course management functions. Canvas can be accessed at http://canvas.utexas.edu/. The university provides support and tutorials for interested students—it is your responsibility to learn and access the site in order to prepare for classes, labs, and exams. For this course, Canvas will be used primarily as a place to post the course syllabus, reading lists, and student article summaries and critical responses.

VII. Grading Procedures: Grades will be based on:

   (a) Attendance/Participation (26%). Starting Week 2, each class meeting will be worth 2% of the course grade. Punctual attendance and active participation are necessary to attain a high score.

   (b) Reading Summaries (26%). Starting Week 2, each student will post a ~2 pp summary of a course reading on Canvas by 5 pm on Monday. Each posting is worth 2% of the total course grade.
(c) Critical Responses (26%). Starting Week 2, each student will post a ~2 pp critical response to the week’s discussion questions on Canvas by 5 pm on Monday. Each posting is worth 2% of the total course grade.

(d) Organization of Class Meeting (22%). Each student will work to develop a class topic and reading list for one of the final seminar meetings. Students will be evaluated based on the clarity of the topic, appropriateness of the reading list, and quality of discussion questions used to structure the class meeting.

I will provide feedback for students whose performance is not satisfactory at regular intervals, but am willing to score and comment on student work as requested.

<table>
<thead>
<tr>
<th>Grade Scale:</th>
<th>B-: 80.00-82.99</th>
<th>D: 63.00-66.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 93.0+</td>
<td>B+: 87.00-89.99</td>
<td>D-: 60.00-62.99</td>
</tr>
<tr>
<td>A-: 90.00-92.99</td>
<td>C+: 77.00-79.99</td>
<td>F: Below 60.00</td>
</tr>
<tr>
<td>B+: 87.00-89.99</td>
<td>C+: 77.00-79.99</td>
<td>Note: Grades will not be</td>
</tr>
<tr>
<td>B: 83.00-86.99</td>
<td>C+: 77.00-79.99</td>
<td>rounded</td>
</tr>
</tbody>
</table>

VIII. Academic Integrity

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Any work submitted by a student in this course for academic credit must be the student's own work. Collaboration is an important part of this course, and it is important to state precisely when collaboration is acceptable.

Reading Summaries: Each reading summary is to be prepared individually by each student on the basis of their own reading of a selected source. The summary should be a page-by-page overview of the source, and it should provide substantially more information than an abstract would.

Critical Responses: Critical responses are to be written by each student on the basis of their own reading for a given class. Students are expected to prepare and post their critical responses prior to consulting those of other students.

Class Meeting Development: Students will collaborate actively with 1-2 other students for this activity, and may consult with other students and the professor while engaged in this work.

IX. Other University Notices and Policies

Excused Absences for University Extracurricular Activities
Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

Use of E-mail for Official Correspondence to Students
• All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related
communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at [http://www.utexas.edu/its/help/utmail/1564](http://www.utexas.edu/its/help/utmail/1564).

**Documented Disability Statement**
Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for more disability-related information: [http://www.utexas.edu/diversity/ddce/ssd/for_estudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_estudents.php)

**Behavior Concerns Advice Line (BCAL)**
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit [http://www.utexas.edu/safety/bcal](http://www.utexas.edu/safety/bcal).

**Q drop Policy**
The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**Emergency Evacuation Policy**
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.